

CODING DOCUMENT S1: Characteristic of Studies Included in the Systematic Review**Executive coding-information:**

This coding book is for coding the characteristic of studies included in the systematic review, in the associated and attached form for table 1.

The abbreviations and the marks in the coding books (see the column Abbreviations and marks), are suggestions that may be used when the studies are to be coded in the table 1.

If the abbreviation is not specified in this coding book, you may write the whole word in the table 1 suggested in the column: Coding categories.

It may be beneficial to code the studies in table 1 by using this codebook 1 before you start to code the studies included in the meta-analysis by using codebook 2 and the associated form for table 2.

The coding is focusing mainly on group level information for treated group and control group separately.

If there is missing information in the studies, please leave the related cell or the part in the related cell blank.

If the coder must calculate the number of included participants, IQ and age in months, both the mean and the standard deviation (SD), use Excel.

For calculating the standard deviation (SD), use STDEV in Excel. For the calculation in Excel, use 3 decimal places.

For table 1, code the IQ (SD), and age (SD) with 2 decimal places.

Index	Coding categories	Operational definitions	Abbreviations and marks suggested for table 1
		If the coder must calculate the number of the sample, IQ, age and/ or dosage delivered, mark with For more explanation, see below.	^c
Authors, year, location		Specify the authors. Place for publication (country). For example, Ahlgrim-Delzell et al., 2016, USA	
		If the study uses a sub-selection with participants with identified disorders of intellectual development based on data from the authors, mark the study with	*

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		For more explanation, see below.	
Design	Randomized Control Trial	Study subjects are randomly assigned to one of two/ several groups that are differentiated by whether they receive the intervention or not. Researchers may use any of several possible acceptable methods to conduct random assignment.	RCT
	Quasi Experimental Design	A study is eligible to be coded as a QED if it compares outcomes for subjects in a treated group with outcomes for subjects in a control group, but does not rely on random assignment to determine membership in the groups. For example, if the study report that assignment to group was random, except for a few cases dictated by the participants school environment the study should be coded as QED.	QED
Sample size (n) for the treated group and for the control group	Treated group	For example, intervention group, treatment group or experimental group Studies with more than one treated group: If the study compares two types of reading and writing interventions and a third group not receiving intervention: confirm that each intervention individually meets all the inclusion criteria, and determine whether the treated groups received equivalent or different intervention: <ul style="list-style-type: none"> - Equivalent interventions: use the data from the two treated groups to form one treated group in comparison with the control group. For example, if the two treated group both receives phonic-based intervention. - Different interventions: use the data from the control group and compare to each treated group. 	TG
		It two treated groups are collapsed, mark with	**
		Number of participants in the treated group	TG: n
	Control group	For example, comparison group, peers, waiting control group, practice as usual group, business as usual group or alternative treatment which are not related to reading and writing skills. Studies with more than one control groups: <ul style="list-style-type: none"> - use the control group which meets all the inclusion criteria. 	CG
		It the study have more than one control group, mark with	***

Supplementary Files

		Number of participants in the control group	CG: n
Target aspect for the control group	Practice as usual	No intervention/ treatment	PAU
	Alternative intervention	Alternative non-reading and/ or non-writing instruction control	AI
	Waiting list	One of the group of participants included in the study is assigned to a waiting list and receives intervention after the active treated group. In the active intervention period, the waiting list group receive practice as usual or alternative intervention.	WL
		If the study uses for example practice as usual and waiting list, report both, but only the statistics from the control group period (PAU).	
Age (mean in months) and standard deviation (SD) for the treated group and the control group	TG: mean age in months standard deviation	If data is presented in years, calculate in months.	TG: age (SD)
		If the SD is not reported, the SD must be calculated if relevant information for such calculation is available.	
	CG: mean age in months standard deviation	If data is presented in years, calculate in months.	TG: age (SD)
		If the SD is not reported, the SD must be calculated if relevant information for such calculation is available.	
IQ test, IQ (mean) and standard deviation (SD) for the treated group and the control group		<p>For both treated group and control group:</p> <p>If standardized IQ score is not reported in the article, but the raw scores from the IQ test are reported, use raw scores.</p> <p>If data from more than one subtest of IQ is available, collapse the raw scores from all IQ test into one overall IQ raw score, mark with</p> <p>If the IQ is not reported in the text, please check the figures or tables.</p> <p>Code the IQ test used with the abbreviation of the name of the test, for example WISC-III.</p> <p>If the name of the test is not reported, code it as unknown, mark with</p>	<p>****</p> <p>UK</p>

Supplementary Files

		NOTE: If $IQ \geq 75$ a sub sample has to be selected because only participants with $IQ \leq 74$ should be included, please contact the first author of this review to receive the relevant data.	
		If the SD is not reported, the SD must be calculated for both groups separately if necessary information is available in the text or in the figures/ tables, for example, TG: 41.5 (12.6).	
	TG: mean IQ standard deviation		TG: IQ (M) (SD)
	CG: mean IQ standard deviation		CG: IQ (M) (SD)
		An example on coding IQ test, IQ (mean) and standard deviation (SD): WISC-III TG: 56.44 (5.72) CG: 60.45 (7.80)	
Description of the sample including both treated group and control group		Code the participants etiology of disorders of intellectual development:	
		Down syndrome Multifactorial etiology of disorders of intellectual development, for example the study includes participants with autism and disorders of intellectual development or multiple disabilities including disorders of intellectual development	DS Multifactor ial
		Code the participants verbal skills:	
		Specify the participants verbal skills at entry time as reported in the study, for example: Alternative augmentative communication Verbal Non-verbal Varied For example, if the study report that the participants are non-verbal and use AAC, code booth.	AAC

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		Code the participants decoding skills:	
		Specify the participants decoding skills at entry time as reported in the study, for example: No Emergent Varied	
		Code the participants adaptive functioning:	
		Specify the participants adaptive functions at study entry as reported if the study, for example: Behavior challenges	BC
Intervention for students with disorders of intellectual development	Yes	The reading and/or writing intervention is previously specifically developed for students with disorders of intellectual development	
	No	The reading and/or writing intervention is previously developed for students without disorders of intellectual development (for example students who were struggling to learn to read and/ or write)	
	Partly	The reading and/or writing intervention have used an intervention initially developed for typically developing learners, and adapted for students with disorders of intellectual development. For example, the materials are adapted so that the words were easy to read with a special font in big size in black ink on white background for a clear contrast.	
	Supplemental instructions	The intervention uses supplemental instructions related to adaptive functioning. For example, providing frequent reinforcement of student responses, carefully specified wait time between the presentation of stimuli and the prompt for student responses, repeated opportunities to practice each skill, visual schedule of the activities in the lesson, and/ or procedures according to some student's behavior challenges.	SI
		If the study uses for example a reading and/or writing intervention previously developed for students with disorders of intellectual development and supplemental instructions, report both: Yes SI.	

Supplementary Files

Organiza- tion	Individually	The provider performs the intervention only for one student at the time (One-to-one)	
	Group	Groups and number of participants, for example Groups 2-4	
		If the study uses individually and group organization, report both.	
Reading related aspects trained for the treated group		Code the emergent skills trained:	
	Phonological Awareness	Identifying and manipulating units of oral or written words, syllables, and onsets and rimes, including phonemic awareness and phoneme Identification	PA
	Letter Knowledge	Instruction on letter naming and letter-sound correspondence with individual letters and letter combinations	LK
	Concepts of Print	Include the concept of text (how a text conveys a message), concept of book (how a book works, how different texts are organized), the idea of directionality (written text are read from left to right, top to bottom), and other mechanical features (spacing, punctuation, the difference between letters, numerals, and other symbols).	CP
		Code the decoding skills trained:	
	Sound Blending	Segments sounds in words and build words from individual sounds by blending the sounds together in sequence	SB
	Phonic	Instruction on how to use grapheme-phoneme correspondences to decode or spell words	P
	Fluency	Repeated/paired/time reading of connected text	F
	Word Recognition	Instruction on recognizing high-frequency phonetically irregular words, decoding phonetically regular words, applying a flexible decoding strategy	WR
	Text Reading	Read connected text in a sentence or a story	TR
	Single Word Reading	Read single trained word	SWR
combined with sight word	Instruction with a sight word approach combined with decoding or encoding instructions and linguistic comprehension instruction.		
	Code the linguistic comprehension skills trained:		

Supplementary Files

		<p>Instruction on developing the participants understanding of vocabulary knowledge, a written passage and in written communication, for example</p> <p>Comprehension questions</p> <p>Comprehension strategies</p>	<p>CQ</p> <p>CS</p>
		Code other skills trained:	
	Vocabulary	Instruction on developing the participants expressive and receptive vocabulary	V
	Oral Language		OL
		<p>An example on Reading related aspects trained for the treated group:</p> <p>Emergent skills: PA,LK.</p> <p>Decoding: P,SB,TR combined with sight-word.</p> <p>Linguistic comprehension: CQ.</p> <p>Others: V.</p>	
Writing related aspects trained for the treated group		Code the encoding skills trained:	
	Phonetic spelling	If reported in the study	
	Letter Formation	Tracing and forming of letters and words, for example form dictated words with two syllables	LF
Teaching materials		<p>Describe any physical or informational materials used in the intervention, including those provided to participants or used in intervention delivery or in training of intervention providers. These may include:</p> <ul style="list-style-type: none"> - Digital items: Name on the app and the main features - The name of the method/programme that the material is taken from <i>in cursive, for example Jolly Phonics Reading Intervention</i> - Instruction manual developed for the provider - Books adapted for the students reading and writing level - Cards with letter, words, pictures, symbols and other types of script. 	<p>Manual</p> <p>Graded books</p>

Supplementary Files

Dosage delivered		Delivered for the treated group: A) the number of sessions implemented, B) the length of each session, C) the frequency with which intervention were implemented in weeks. A, B and C summarized together, i.e., number of sessions x the length of each session= N in hours, present together with weeks in the table, for example 66.7 hours in 20W.	
		Weeks	W
Provider	Teachers from the school staff	The provider is the students` teacher at school	
	Teachers from the research staff	The teacher is employed fully or partly in the research team	
	Certified	The teachers are certified in special education	Certified in SE
	Research assistants from the research staff	The provider is an assistant from the research staff/ team	
	Researcher	The provider is one of the researchers	
	Interventionist	The provider is an interventionist from the research team	
	Parents	The provider is a parent	
	Teaching psychologists	The provider is a teaching psychologist at Early Childhood Development Center	Teaching psychologists at ECDC
	Teaching assistants from the	The provider is the students` assistants at school	

Supplementary Files

	school staff		
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CODING DOCUMENT S2: Effects of Interventions on Dependent Variables on Reading and Writing**Executive coding-information:**

This coding book is for coding the effects of interventions on dependent variables on reading and writing, coded in the associated and attached form for table 2. The effect sizes coded in table 2 form the basis for the meta-analysis. The meta-analysis will be carried out by the reviewer/main author, not the coder.

It is the effect sizes executively on reading (i.e., decoding and linguistic comprehension) and writing (i.e., encoding and linguistic production) related to the included participants with an identified disorders of intellectual development reported in the studies which are coded in table 2.

The abbreviations and the marks in the coding books (see the column Abbreviations and marks), are suggestions that may be used when the included dependent variables on reading and writing are to be coded in the table 2.

If the abbreviation is not specified in this coding book, you may write the whole word in the table 2 suggested in the column: Coding categories.

It may be beneficial to have finishing the coding of the studies in table 1 by using the codebook 1 before you code the dependent variables on reading and writing including in the meta-analysis by using this codebook 2 and the table 2.

The coding is focusing mainly on group level information for treated group and control group separately.

If there is missing information in the studies, please leave the related cell or the part in the related cell blank.

Index	Coding categories	Operational definitions	Abbreviations and marks suggested for table 2
		If the coder must calculate the effect sizes for the dependent variables in reading and writing in Cohen's d , mark with For more explanation, see below.	^c
Authors	Authors (year)	Specify the author(s)	
		If the study uses a sub-selection with participants with identified disorders of intellectual development based on data from the authors, mark with	*

Supplementary Files

Statistical test used for analysis		Specify the statistical test used for analysis as presented in the study, for example: Analysis of variance Multivariate analysis of covariance Analysis of covariance	ANOVA MANCOVA ANCOVA
Measurements for the dependent variables in reading and writing	Standardized test	Categorize the tests as standardized test and the abbreviations of the name on the tests for example, ST/PPVT-III. Specify the dependent variables measured, this must be in the same line as the associated effect size reported in the next columns in table 2.	ST
	Non-standardized test	Categorize the tests as non-standardized test, name on the tests and/ or a brief description and the eventually abbreviations, for example NST/Non-word reading. Specify the dependent variables measured, this must be in the same line as the related effect size coded in the next columns in table 2.	NST
Coding of the effect sizes on dependent variables on reading and writing		<p>The effect size coded are Cohen's d as a measure of the magnitude of the difference between treated group and the control group for each study which reported effect sizes on the dependent variables in reading and writing.</p> <p>If the study does not report effect sizes on the dependent variables in reading and writing, the coder must calculate the effect sizes of the interventions on reading and writing in Cohen's d by using sample size, means and pooled standard deviations (SD) for pre- and post-test scores.</p> <p>If other scale is used, convert the effects of intervention to Cohen's d. For example, if the study reports the effect size in F statistic, the F statistic must be converted to Cohen's d. Calculate the Cohen's d by using the software Comprehensive Meta-Analysis Version 3 (CMA-V3) (the standardized difference in means = Cohen's d).</p> <p>For the calculation in CMA-V3, use 3 decimal places. For table 2, the effect sizes are coded with 2 decimal places.</p>	
Effect size on trained reading		<p>Code the effect size in Cohen's d for each study if reported effect sizes on trained reading. i.e., the students read the words they have been introduced for in the intervention, measured at the posttest with mainly non-standardized tests.</p> <p>Note: report or conduct calculation on the correct sub sample with an identified disorders of intellectual development.</p>	

Supplementary Files

Collapsed trained reading effect for meta-analysis (M)		If a study report more than one effect size on trained reading, code in addition the trained reading effect by collapsing these effect sizes within the study for a mean Cohen's <i>d</i> .	
Effect size on transfer reading		Code the effect size in Cohen's <i>d</i> for each study if reported effect sizes on transfer reading, i.e., the students read unfamiliar words which have similar phonetic structure to the trained words, or unknown words for the students, measured at the posttest with mainly standardized tests. Note: report or conduct calculation on the correct sub sample with an identified disorders of intellectual development.	
Collapsed transfer reading effect for meta-analysis (M)		If a study report more than one effect size on transfer reading, code in addition the transfer reading effect by collapsing these effect sizes within the study for a mean Cohen's <i>d</i> .	
Effect size on trained writing		Code the effect size in Cohen's <i>d</i> for each study if reported effect sizes on trained writing. i.e., the students write the words they have been introduced for in the intervention, measured at the posttest with mainly non-standardized tests. Note: report or conduct calculation on the correct sub sample with an identified disorders of intellectual development.	
Collapsed trained writing effect for		If a study report more than one effect size on trained writing, code in addition the trained writing effect by collapsing these effect sizes within the study for a mean Cohen's <i>d</i> .	

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meta-analysis (M)			
Effect size on transfer writing		<p>Code the effect size in Cohen's <i>d</i> for each study if reported effect sizes on transfer writing, i.e., the students write unfamiliar words which have similar phonetic structure to the trained words, or unknown words for the students, measured at the posttest with mainly standardized tests.</p> <p>Note: report or conduct calculation on the correct sub sample with an identified disorders of intellectual development.</p>	
Collapsed transfer writing effect for meta-analysis (M)		<p>If a study report more than one effect size on transfer writing, code in addition the transfer writing effect by collapsing these effect sizes within the study for a mean Cohen's <i>d</i>.</p>	
Follow up/ long-term effect sizes		<p>Code the effect size in Cohen's <i>d</i> for each study if reported long-term effect sizes, i.e., the reading and writing effect sizes for the treated group and the control group are compared by a maintain test some months later after the end of intervention. There must be controls for the long-term effect sizes to be included in the meta-analysis for long term effect on reading and writing.</p> <p>Note: report or conduct calculation on the correct sub sample with an identified disorders of intellectual development.</p>	

Supplementary Files

SEARCH STRATEGY S1: Search terms and the search in MEDLINE

Search terms:

A. Disorder of intellectual development: cognitive*; development*; disabilit*; impair*; intellectual*; learning*; mental* handicap*; subnormal*.

B. Reading and writing: alphabet*; blending; decoding; dictation; dissemination; emergent literacy; encoding; formation; free writing; handwriting; literacy; letter typing; logograph*; message sentence*; morphology; non-word reading; orthograph*; orthography; phonem*; phonics; phonolog*; prewriting; reading; reading comprehension; reading fluency; shared reading; sight word*; spelling; summary; syllables; word identification; word recognition; writing; writing comprehension; writing fluency; writing process.

C. Participants: adolescen*; child*; pupil*; student*.

	MEDLINE		
58	limit 57 to (("all child (0 to 18 years)" or "preschool child (2 to 5 years)" or "child (6 to 12 years)" or "adolescent (13 to 18 years)") and (danish or english or norwegian or swedish))	863	Advanced
57	51 and 56	998	Advanced
56	52 or 53 or 54 or 55	3359256	Advanced
55	student*.mp.	261645	Advanced
54	pupil*.mp.	29488	Advanced
53	adolescen*.mp.	1899063	Advanced
52	child*.mp.	2187836	Advanced
51	49 and 50	1090	Advanced
50	40 or 41 or 42 or 43 or 44 or 45 or 46 or 47 or 48	96225	Advanced
49	1 or 2 or 3 or 4 or 5 or 6 or 7 or 8 or 9 or 10 or 11 or 12 or 13 or 14 or 15 or 16 or 17 or 18 or 19 or 20 or 21 or 22 or 23 or 24 or 25 or 26 or 27 or 28 or 29 or 30 or 31 or 32 or 33 or 34 or 35 or 36 or 37 or 38 or 39	42937	Advanced

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48	Mental subnormality.mp.	258	Advanced
47	Mental* handicap*.mp.	2778	Advanced
46	Intellectual* impair*.mp.	1373	Advanced
45	Development disabilit*.mp.	20509	Advanced
44	Cognitive disabilit*.mp.	924	Advanced
43	learning disabilit*.mp.	7228	Advanced
42	mental* retard*.mp.	34474	Advanced
41	Intellectual Disability/	51512	Advanced
40	"Education of Intellectually Disabled"/	5630	Advanced
39	Writing fluency.mp.	29	Advanced
38	Writing comprehension.mp.	5	Advanced
37	Word recognition.mp.	4015	Advanced
36	Word identification.mp.	671	Advanced
35	Summary writing.mp.	4	Advanced
34	spelling.mp.	3133	Advanced
33	Sight-word strateg*.mp.	1	Advanced
32	Sight-word reading.mp.	27	Advanced
31	shared reading.mp.	68	Advanced
30	Sentence construction.mp.	51	Advanced
29	Sentence combining.mp.	6	Advanced
28	Reading fluency.mp.	366	Advanced
27	Reading comprehension.mp.	1598	Advanced
26	Process writing.mp.	10	Advanced
25	Prewriting.mp.	10	Advanced
24	phonemic strateg*.mp.	0	Advanced
23	Orthographic strateg*.mp.	7	Advanced
22	Logographic strateg*.mp.	1	Advanced
21	phonologic* strateg*.mp.	31	Advanced
20	Phonological reading.mp.	47	Advanced
19	phonological awareness.mp.	1078	Advanced
18	Phonics.mp.	121	Advanced
17	Phonemic reading.mp.	1	Advanced
16	Phonemic awareness.mp.	191	Advanced
15	Orthographic writing.mp.	3	Advanced
14	Orthographic reading.mp.	8	Advanced

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13	non-word reading.mp.	96	Advanced
12	Message dissemination.mp.	22	Advanced
11	logographic writing.mp.	9	Advanced
10	logographic reading.mp.	10	Advanced
9	Letter formation.mp.	25	Advanced
8	Free writing.mp.	29	Advanced
7	Emergent literacy.mp.	145	Advanced
6	early literacy.mp.	226	Advanced
5	Alphabetic.mp.	644	Advanced
4	READING/	20396	Advanced
3	WRITING/	14208	Advanced
2	LITERACY/	326	Advanced
1	HANDWRITING/	2728	Advanced

SEARCH STRATEGY S2: Overview of studies that were impossible to recover

- One study [1] was impossible to procure, even with the help of the University and National libraries.
- For one study, both authors were contacted via their universities, and the study was requested by the University Library, but was impossible to recover [2].
- Two papers failed to provide adequate details of instructions and measures; a request and reminder were sent to the authors, but there was no response, and these papers were excluded [3,4].

- [1] Eni-Olorunda, T. Efficacy of modelling and shaping strategies on attitude of children with mild mental retardation towards reading in Ibadan, Nigeria. *European Journal of Social Sciences*. **2010**, *16*(4), 645-654.
- [2] Kalgotra, R., & Warwal, J. S. (2018). Effect of literacy-rich-approach in teaching reading and writing skills using teaching strategies adopted from applied behaviour analysis on children with mild and moderate intellectual disabilities in India. *International Journal on Disability and Human Development*. **2018**, *17*(4), 475-486.
- [3] Margelisch, K., & Perrig, W. J. *Impacts of a word-picture training on reading in youth with mixed intellectual disabilities. A waiting-list control group comparison*. Posterpresentation, **2015**, <http://boris.unibe.ch/63563/>
- [4] Margelisch, K., Törmänen, M., Studer, B., Eckstein, D., & Perrig, W. (2014). *Impacts of a word-picture training on literacy skills in elementary school children and youths with intellectual disabilities* . Posterpresentation, **2015**, <https://core.ac.uk/download/pdf/33078052.pdf>

EXCLUDED STUDIES S1: An overview of a selection of candidate studies that were excluded

Not identified Disorders of Intellectual Development:

- [1]
- [2]
- [3]
- [4]
- [5]
- [6]
- [7]
- [8]
- [9]
- [10]
- [11]
- [12]
- [13]

Not RCT or QED:

- [14]
- [15]
- [16]
- [17]
- [18]
- [19]
- [20]
- [21]
- [22]
- [23]
- [24]
- [25]

Not in age 4-19:

- [26]
- [27]
- [28]
- [29]

No elements of required reading and/or writing instructions:

- [30]
- [31]

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Not reporting or relevant post-test measures:

- [32]
- [33]
- [34]
- [35]
- [36]

Active control-group:

- [37]
- [38]
- [39]
- [40]

Lack of independence:

- [41]
- [42]
- [43]
- [44]
- [45]

Supplementary Files

References

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3. Boyle, E.A.; Rosenberg, M.S.; Connelly, V.J.; Washburn, S.G.; Brinckerhoff, L.C.; Banerjee, M. Effects of Audio Texts on the Acquisition of Secondary-Level Content by Students with Mild Disabilities. *Learning Disability Quarterly* **2003**, *26*, 203-214, doi:10.2307/1593652.
4. Coyne, P.; Pisha, B.; Dalton, B.; Zeph, L.A.; Smith, N.C. Literacy by design: A universal design for learning approach for students with significant intellectual disabilities. *Remedial and Special Education* **2012**, *33*, 162-172, doi:10.1177/0741932510381651.
5. Eissa, M.A. The Effectiveness of a Phonological Awareness Training Intervention on Pre-Reading Skills of Children with Mental Retardation. *Online Submission* **2013**.
6. Englert, C.S.; et al. Making Strategies and Self-Talk Visible: Writing Instruction in Regular and Special Education Classrooms. *American Educational Research Journal* **1991**, *28*, 337-372, doi:10.3102/00028312028002337.
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11. Saint-Laurent, L.; Giasson, J.; Couture, C. Emergent literacy and intellectual disabilities. *Journal of Early Intervention* **1998**, *21*, 267-281, doi:10.1177/105381519802100307.
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13. Van Der Bijl, C.; Alant, E.; Lloyd, L. A comparison of two strategies of sight word instruction in children with mental disability. *Research in Developmental Disabilities* **2006**, *27*, 43-55, doi:<https://doi.org/10.1016/j.ridd.2004.12.001>
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Supplementary Files

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17. Burgoyne, K.; Duff, F.; Snowling, M.; Buckley, S.; Hulme, C. Training Phoneme Blending Skills in Children with Down Syndrome. *Child Language Teaching and Therapy* **2013**, *29*, 273-290, doi:10.1177/0265659012474674.
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