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Dixon, C, Oxley, E, Nash, H orcid.org/0000-0002-4357-945X et al. (1 more author) (2022) Does Dynamic Assessment Offer An Alternative Approach to Identifying Reading Disorder? A Systematic Review. Journal of Learning Disabilities. 222194221117510-. ISSN 0022-2194

https://doi.org/10.1177/00222194221117510

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Table 1

Characteristics of Included Studies

Study	Reference	Construct	Design	Grade/Age	Country	N	% Male	% Bilingual
1	Aravena et al. (2018)	Decoding	Cross-sectional	7;4 - 11;1	Netherlands	118	54%	0%
2	Cho et al. (2020)	Decoding	Longitudinal	Fall G1 to May G1	USA	104	55%	0%
3	Compton et al. (2010)	Decoding	Longitudinal	Start G1 to Spring G2	USA	355	53%	NR
4	Gellert and Elbro (2018)	Decoding	Longitudinal	End K, Nov G1, end G2	Denmark	158	NR	35%
5	Gellert and Elbro (2017b)	Decoding	Longitudinal	End K to end G1	Denmark	171	NR	36%
7	Petersen and Gillam (2015)	Decoding	Longitudinal	K to end G1	USA	63	46%	100%
6	Petersen et al. (2016)	Decoding	Longitudinal	Start K to end G1	USA	600	NR	39%
8	Petersen et al. (2018)	Decoding	Longitudinal	Start K to end G2 through end G5	USA	378	51%	43%
9	Gellert and Elbro (2017a)	PA	Longitudinal	Nov K, end K, Nov G1, end G1	Denmark	160	48%	37%
12	Krenca et al. (2020)	PA	Longitudinal	Fall G1 to Spring G1	Canada	57	42%	28%
10	Bridges and Catts (2011) Study 1	PA	Longitudinal	Start K to Apr K	USA	90	NR	NR
11	Bridges and Catts (2011) Study 2	PA	Longitudinal	Start K to Apr K	USA	96	NR	NR
13	O'Connor and Jenkins (1999)	PA	Longitudinal	Nov K, Oct G1, May G1	USA	215	NR	NR

14	Swanson (1994)	WM	Cross-sectional	10;9	USA	143	55%	0%
15	Swanson (1995) Study 2	WM	Cross-sectional	10;6	USA	506	49%	0%

Note: G1 = grade 1; K = kindergarten; NR = not reported; PA = phonological awareness; WM = working memory