

Table 2. *Frequencies of practice elements in OSTA interventions not meeting criteria as common elements*

Practice element	Frequency	Practice element	Frequency	Practice element	frequency	Practice element	Frequency
Discussion ^a	8	Use of homework contracts	3	Letter training	2	Playing math game	1
Playing reading game	8	Use of homework schedules	3	Math computation: addition and subtraction	2	Training in geometry	1
Modification of motivation	8	Digital math computation	3	Use dialogs as learning technique ^a	2	Training in probability	1
Modification of attitudes	8	Modeling ^a	3	Training in parental involvement at school	2	Math computation on paper	1
Monitor performance ^a	8	Homework support: only alter homework environment (not structure or routines)	2	Role playing ^a	1	Math computation in probability	1
Check or review homework	6	Use of behavioral contracts		Use of consequences/punishment	1	Math computation in geometry	1
Facilitate communication/collaboration between home and school	6	Training in math measurement	2	Increase access to books	1	Web-based/computerized reading program	1
Writing texts	5	Observation of learning ^a	2	Reading alone	1	Parent self-esteem training	1
Unspecified parent training	5	Math computation: multiplication and division	2	Storytelling	1	Parent attentiveness training	1
Unstructured tutoring	5	Math computation: fractions and equations	2	Reading club	1	Adlerian parent training	1
Spelling	5	Use of homework diaries	2	Communication training	1		
Math computation aggregated	4	Social skills training	2	Transactional analysis	1		

1. ^a Elements coded as both practice- and process elements because they have been used interchangeably as a discrete practice and as a technique to deliver another practice element