

Table S1*Intervention Components*

Study	Conditions	Number of Sessions	Sessions Per Week	Duration (in weeks)	Session Length (in mins.)	Group Size
Reading Instruction and Mathematics Instruction						
Fuchs et al. (2013)	(a) BAU control, (b) reading intervention along, (c) reading intervention + number combination intervention	Not specified	3	20-24	30-45	NR
Fuchs et al. (2024)	(a) BAU control, (b) mathematics WPS intervention, (c) RC intervention	45	3	15	30	1
Reading Instruction and Anxiety Management						
(Vaughn et al., 2022)	(a) BAU control, (b) reading intervention with anxiety management, (c) reading intervention with math fact practice.	150	4-5	75 (per year)	30	2-5

Note. BAU = business-as-usual, WPS = word-problem solving, RC = reading comprehension.

References

- Fuchs, L. S., Fuchs, D., & Compton, D. L. (2013). Intervention effects for students with comorbid forms of learning disability: Understanding the needs of nonresponders. *Journal of Learning Disabilities, 46*(6), 534–548. <https://doi.org/10.1177/0022219412468889>
- Fuchs, L. S., Seethaler, P. M., Sterba, S. K., Fuchs, D., Cutting, L. E., Mancilla-Martinez, J., Martin, B., & Espinas, D. R. (2024). Transfer between reading comprehension and word-problem solving in children with comorbid difficulty via text-structure intervention. *Journal of Educational Psychology, 116*(7), 1093–1111. <https://doi.org/10.1037/edu0000911>
- Vaughn, S., Grills, A. E., Capin, P., Roberts, G., Fall, A.-M., & Daniel, J. (2022). Examining the effects of integrating anxiety management instruction within a reading intervention for upper elementary students with reading difficulties. *Journal of Learning Disabilities, 55*(5), 408–426. <https://doi.org/10.1177/00222194211053225>