| Author | Purpose | Intervention name | Targeted reading skills |
| --- | --- | --- | --- |
| Cazzell et al. (2016) | Evaluate the effects of a Computer-based flashcard reading program with self-determined response intervals on sight-word acquisition in elementary-school students with intellectual disability. | Researcher-developed: Computer-based flashcard reading | Word reading |
| Chai (2017) | Evaluate the effectiveness of using an iPad intervention to improve phonological awareness skills of young children with mild developmental delays in a rural elementary school. | Touch Sound | Phonological skills |
| Comaskey, Savage, & Abrami (2009) | Explore the effectiveness of a web-based literacy programme that delivered two distinct phonics programmes. | A Balanced Reading Approach for Canadians Designed to Achieve Best Results for All | Phonological skills, reading skills not specified) |
| Ecalle, Magnan, & Calmus (2009) | Examine the effects of a computer-assisted learning program in which syllabic units were highlighted inside words in comparison with a program in which the words were not segmented. | Researcher-developed name not provided) | Phonological skills, word reading |
| Ecalle, Kleinsz, & Magnan (2013)a | Compare the effectiveness of Grapho-syllabic training, Grapho-phonemic training, and a control group in second-grade French poor readers. | Grapho-syllabic training, Grapho-phonemic training | Word reading |
| Ecalle et al. (2013)a | Examine the long-term effects of Grapho-syllabic training with first grade French children. | Grapho-syllabic training, Grapho-phonemic training | Word reading, reading comprehension |
| Fan, Antle, Hoskyn, & Neustaedter (2018) | Determine the efficacy of Phonoblocks for improving word reading skills and spelling accuracy among Mandarin-speaking English language learners. | Phonoblocks | Reading skills not specified), spelling |
| Gustafson, Fälth, Svensson, Tjus, & Heimann (2011) | Compare the efficacy of interventions focused on bottom-up processing, focused on top-down processing, and a traditional comprehension training on  phonological abilities and word decoding skills. | COMPHOT, Omega-Interactive Sentences | Reading comprehension, word reading, phonological skills |
| Karemaker, Pitchford, & O’Malley (2010) | Investigate if the whole-word multimedia software ‘ORT for Clicker’ facilitates developing literacy skills first grade struggling readers. | Oxford Reading Tree for Clicker | Phonological skills, phonological skills |
| Kleinsz, Potocki, Ecalle, & Magnan (2017) | Investigate the effects of two types of reading training administered in parallel to different subgroups of poor readers. | Grapho-syllabic training, Comprehension training | Word reading, reading comprehension, phonological skills, vocabulary |
| Kyle, Kujala, Richardson, Lyytinen, & Goswami (2013) | Assess the efficacy of Graphogame as a supplementary Computer-Assisted Reading Instruction for students learning to read in English. | Graphogame | Vocabulary, word reading, spelling, phonological skills |
| Messer & Nash (2018) | Determine whether the use of a computer-assisted intervention that uses visual mnemonics as part of the tutorial process helps the development of reading abilities. | Trainertext | Phonological skills, rapid automatized naming, spelling |
| Moser, Morrison, & Wilcox (2017) | Examine the effectiveness of word structure practice using application software with fourth grade readers. | 8 great word patters | Reading fluency, vocabulary, reading comprehension, word reading |
| O’Callaghan, McIvor, McVeigh, & Rushe (2016) | Evaluate the effectiveness of the Lexia Reading Core 5 intervention with four- to six-year-old children in Northern Ireland. | Lexia Reading Core 5 | Phonological skills |
| Pindiprolu & Forbush (2009) | Evaluate the effects of parent implemented Funnix and Headsprout reading programs on the acquisition of basic early literacy skills of students with reading difficulties. | Funnix, Headsprout | Word reading, reading fluency, reading comprehension, phonological skills, phonics, vocabulary |
| Potocki, Magnan, & Ecalle (2015) | Determine the effects of a computerized training program on the reading skills of normal readers, poor decoders, poor comprehenders, and general poor readers inferred. | Chassymo, Locotex | Word reading, reading fluency, reading comprehension |
| Rosas, Escobar, Ramírez, Meneses, & Guajardo (2017) | Evaluate the impact of an explicit, sustained, and direct intervention of the phonic aspects of reading in Chilean children enrolled in their first year of primary education, from a low SES and at risk of manifesting reading difficulties. | Graphogame | Word reading, phonological skills, phonics, rapid automatized naming |
| Saine, Lerkkanen, Ahonen, Tolvanen, & Lyytinen (2010) | Compare the effectiveness of a remedial reading intervention, computer assisted remedial reading intervention, and mainstream instruction in children with different profiles of compromised pre-reading skills before school age. | Graphogame | Word reading |
| Schmitt, Hurwitz, Sheridan Duel, & Nichols Linebarger (2018) | Determine the effectiveness of a web-based game based played at home on literacy development among low- and middle-SES preschool and kindergarten students. | PBS KIDS Island | Phonics, phonological skills, word reading, vocabulary |
| Solheim, Frijters, Lundetræ, & Uppstad (2018) | Investigate the efficacy of an early reading intervention delivered alongside formal reading instruction to Norwegian 6-year old’s at risk for reading difficulties with a two-year follow-up. | Graphogame, On track ABC | Phonics, phonological skills, word reading, rapid automatized naming, vocabulary |
| Wood, Mustian, & Lo (2013) | Evaluate the effects of a supplemental phonemic instruction program using computer-assisted reciprocal peer tutoring with embedded audio prompting. | Researcher-developed (name not provided) | Phonological skills |

Note. aBoth are reported in the same article but as different studies.