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Supplemental Appendix

Table A.1. Occupational Therapy Journals Searched: Search Terms and Inclusion Criteria

Journals	Search Terms		
	Primary	**Secondary**	**Tertiary**
American Journal of Occupational Therapy; Australian Occupational Therapy Journal; British Journal of Occupational Therapy; Canadian Journal of Occupational Therapy; Journal of Occupational Therapy, Schools and Early Intervention; Occupational Therapy in Health Care; Occupational Therapy International; OTJR: Occupation, Participation and Health; Physical and Occupational Therapy in Pediatrics; Journal of Occupational Rehabilitation; Journal of Vocational Rehabilitation; Hong Kong Journal of Occupational Therapy; Indian Journal of Physiotherapy and Occupational Therapy	"School-based occupational therap*" OR "school based occupational therap*" OR "SBOT" OR "in-school occupational therap*" OR "in school occupational therap*"	MH (schools+) OR ("class*" OR educati* OR school* OR academic OR "Regular class*" OR "mainstream education system" OR "inclusi* education" OR "integrati* education" OR "School based") OR AB ("class*" OR educati* OR school* OR academic OR "Regular class*" OR "mainstream education system" OR "School based" OR "inclusi* education" OR "integrati* education")	"Universal service*" OR "Workload approach*" OR "Workload model*" OR Classroom-based OR "School-based practice" OR "Tier* intervention model*" OR "tier* model*" OR "tier* approach*" OR "Universal design for learning" OR "UDL" OR "Differentiated instruction" OR "Response to intervention" OR "RTI" OR "Partnering for Change" OR "P4C" OR "Pyramid Model*" OR "3-tier* model*"

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Table A.2. Study Characteristics

Author/Year and Country	Journal	Study Design	Purpose	Population	Duration of Intervention	Key Findings
Barnes et al. (2008) United States	*POTP*	Quasi-experimental pretest–posttest	To examine the effect of the Alert Program (Williams & Shellenberger, 1996) on the behaviors of students in 2 classrooms for students with emotional disturbance	*N* = 12 students (ages 9–11 yr) with emotional disturbance	8 weeks; 3 sessions/wk for Wk 1–3, then 1 session every 2 wk	Students who received the Alert Program demonstrated a small improvement on all measures, whereas performance of the control group remained relatively constant or decreased.
Bucey & Provident (2018) United States	*JOTSEI*	Mixed methods	To evaluate a peer-mentoring project for school-based OT practitioners and its effect on collaborative consultation	*N* = 8 SBOTs in public schools	6 wk (1 4-hr workshop, followed by personal goal setting, weekly peer communication using web-based forums, texting, emails, and phone calls)	The peer-mentoring experience improved perceived competency in 8 areas, and peer support, goal implementation, and the organized time frame supported new collaborative practices by participants.
Cahill et al. (2014) United States	*AJOT*	Survey	To describe how OT practitioners in the United States were involved in RtI and the attitudes, barriers to, and facilitators of their involvement	*N* = 275 OTs and 1 OTA from the AOTA Schools Special Interests Section	N/A	Three-quarters of respondents (77.6%) reported that their districts implemented RtI. Two-thirds of respondents (66.3%) indicated that lack of resources limited their involvement in RtI. Two-thirds (67%) of respondents said that district guidelines that describe expectations for practitioners' involvement would help increase their participation. Many respondents cited the need for continuing education and supported moving from a caseload to a workload model.
Campbell et al. (2012) Canada	*CJOT*	Qualitative	To examine the experiences of OTs involved in a 1-yr implementation project for P4C	*N* = 7 female OTs (5 full time, 2 part time)	N/A	Therapists reported feelings of personal growth, empowerment, inclusion in the school community, and satisfaction as a result of their perception of increased impact on educator knowledge and student success.

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						Although it was not without challenges, therapists endorsed P4C as a viable and effective model with the potential to affect all students and educators in a school.
Case-Smith (2002) United States	*AJOT*	Pretest–posttest	To examine the effect of SBOT on students' handwriting and associated school functions	*N* = 38 students (ages 7–10 yr) Intervention group, *n* = 29 Comparison group, *n* = 9	On average, 16 30-min sessions delivered 2×/mo across the school year	Students in the intervention group showed significant increases in in-hand manipulation and position in space scores. Students in the intervention group also improved more in handwriting legibility scores than the students in the comparison group. On average, legibility increased by 14.2% among students who received services and by 5.8% among those who did not. Speed increased slightly more among the students who did not receive services.
Case-Smith & Cable (1996) United States	*OTJR*	Survey	To explore SBOT service delivery by comparing direct withdrawal and consultative models	*N* = 216 OTs (3 men; 2 did not identify gender)	N/A	Therapists spent 47% of the time providing withdrawal services and 53% of the time in the classroom and in consultation. Therapists who provided primarily consultation had significantly lower ratings of the importance of direct withdrawal services. Therapists who were contracted by the school used withdrawal services more than did those employed in the school (58% vs. 44%, respectively).
Case-Smith et al. (2011) United States	*AJOT*	Pilot study	To examine the effects of the Write Start program on the handwriting legibility and fluency of 1st graders	*N* = 19 students (11 boys; *M* age = 77.5 mo; range = 68–86 mo)	45-min session 2×/wk for 12 wk	Students made significant gains in handwriting legibility and speed and in writing fluency that were maintained at 6-mo follow-up.
Case-Smith et al. (2012) United States	*AJOT*	Pretest–posttest	To examine the effects of the Write Start program on handwriting legibility,	*N* = 36 1st-grade students (19 boys; *M* age = 77.4 mo; range = 72–88 mo)	45-min session 2×/wk for 12 wk	Students made significant gains in handwriting legibility and speed and in writing fluency, with the best outcomes for legibility occurring among those who had low legibility from the outset.

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			speed, fluency, and written expression			
Case-Smith et al. (2014) United States	*AJOT*	Nonrandomized comparison	To examine the effects of the Write Start program on the handwriting and fluency of 1st graders	Write Start group, *n* = 80 1st-grade students (39 boys) Standard instruction group, *n* = 59 1st-grade students (32 boys)	45-min session 2×/wk for 12 wk	Students who completed the Write Start program improved more in handwriting legibility and speed than the group receiving standard instruction. Writing fluency and written composition were no different between groups at posttest. Writing fluency was significantly higher for Write Start students at 6-mo follow-up.
Christner (2015) United States	*JOTSEI*	Pretest–posttest	To examine the effectiveness of an educational program for educators to support student participation in daily learning tasks	*N* = 12 elementary-level public school educators	6 wk (5 training modules)	The intervention had a positive influence on participants' perceived awareness of school-based OT. Qualitative findings revealed that educators would accept an increased presence of the OT in the classroom to support students and supplement curricular activities.
Chwirka et al. (2002) United States	*OTHC*	Pilot study	To investigate the effect of delivering a structured keyboarding program (All the Right Type) on visual–motor and written communication skills	*N* = 66 2nd-grade students (32 [17 boys] received keyboarding program; 34 [22 boys] served as controls)	15 min/day for 8 mo	Results of a mixed ANOVA with repeated factor showed a significant difference in visual–motor abilities among students who received keyboarding instruction compared with control students. In addition, average typing speeds approached handwriting speeds at this grade level.
Grandisson et al. (2020) Canada	*CJOT*	Qualitative descriptive	To explore and identify how RtI can be used by SBOTs to support school staff who work with students with ASD	*N* = 14 school staff members (6 educators, 4 professionals [2 psychoeducators and 2 speech-language pathologists], 3 special education technicians; 1 daycare educator), and 10 OTs	N/A	School staff members were primarily concerned with frequent outbursts along with low motivation and anxiety among students with ASD in diverse school activities and contexts. Interventions provided guidelines for school and OTs, the process to follow, collaborative practices, and the support required.

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				working with 11 clients with ASD (ages 2–28 yr) in 4 different settings (4 in rehabilitation center, 2 in the hospital, 3 in a private clinic, and 2 in school)		
Handley-More et al. (2003) United States	*AJOT*	Single subject	To compare the effect of delivering OT interventions targeting word processing alone or with word prediction on written communication skills	*N* = 3 4th- and 5-th students (2 boys)	10 10- to 15-minute lessons on Ultra Key, daily; then training in 6 15-min word processing sessions	Two students had clear improvements in legibility when using either word processing alone or with word prediction. These same students demonstrated clear improvements in spelling when using word prediction.
Howe et al. (2013) United States	*AJOT*	Nonequivalent pretest–posttest	To examine the effect of a Handwriting Club program on handwriting speed, legibility, and visual–motor skills	*N* = 72 1st- and 2nd-grade (38 in the visual–perceptual–motor activity group and 34 in the intensive practice group; age range = 5.81–7.93 yr)	40 to 45 min 2×/wk for 12 wk	Students in the intensive handwriting practice group demonstrated significant improvements in handwriting legibility compared with students in the visual–perceptual–motor activity group. No significant effects in handwriting speed and visual–motor skills were found between the students in the intensive handwriting practice group and those in the visual–perceptual–motor activities group.
Hui et al. (2016) Canada	*CJOT*	Pilot study	To examine the effect of delivering a 1-day workshop combined with 8 sessions of OPC (Graham & Rodger, 2010) on educators' classroom management self-efficacy	*N* = 11 educators	1-day workshop informed by Alert Program and Tools for Teachers, combined with 8 sessions of OPC over 11 wk	Improvement in educators' perception of performance, satisfaction, and classroom management was seen. GAS showed clinically significant improvement. Improvements were sustained at 7-wk follow-up.
Hutton (2009)	*BJOT*	Pilot study	To evaluate the effect of a SBOT whole-school service	*N* = 18 school staff (2 head educators; 2 SEN	2 days/wk for 2 school terms	Adopting a whole-school inclusive approach to delivering occupational therapy in mainstream schools enabled OTs to improve the

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United Kingdom			(Occupational Therapy into Schools) on school staff	coordinators; 6 class educators; 8 TAs)		engagement and participation of all students in a range of school occupations and gain greater insight into the demands on educators, taking account of the school environment when developing therapy interventions.
Jordan et al. (2016) Switzerland	*JOTSEI*	Pilot study	To examine the effect of a Letter School program on handwriting quality (legibility and speed)	*N* = 10 1st-grade students (2 boys)	1×/wk for 10 wk	Twins in the experimental group made significant gains in handwriting legibility compared with twins in the control group. No difference was found in handwriting speed.
Kemmis & Dunn (1996) United States	*AJOT*	Intervention study	To examine the effect of SBOT collaborative consultation interventions on goal achievement of 10 students	*N* = 4 OTs, 9 educators, and 10 students from 8 public schools (7 boy; age range = 5.7 to 9.7 yr)	60 min 1×/wk for an average of 21 wk/student (1school year)	There was a positive effect for overall intervention success. Although remedial and compensatory interventions were equally successful across student performance areas, therapist–educator pairs demonstrated a preference for compensatory and academic goals.
Kennedy et al. (2020) Canada	*BJOT*	Qualitative descriptive	To examine the SBOTs' experiences of developing relationships with families in the P4C model over 2 yr (1 ×/wk in 2–4 schools)	*N* = 15 OTs	N/A	Several factors were identified that influenced the development of family–therapist relationships: competing demands; consistency and availability; awareness, readiness, and commitment; relationships with schools and educators; and sociodemographic characteristics.
Kramer-Roy et al. (2020) Pakistan	*BJOT*	Action research	To evaluate a SBOT tiered model school inclusion project and the impact on the role of OT in inclusive education	*N* = 5 primary schools	3 yr	Collaborative action research led to increased professional confidence in the educators and OTs and skill development through development of a resource and practice model for SBOT.
Leigers et al. (2016) United States	*AJOT*	Survey	To explore and identify how SBOTs address social participation in schools	*N* = 102 OTs and 10 OTAs	N/A	Respondents reported focusing on internal client factors when addressing social participation. Fewer than half (46.5%) indicated that they understood their role (*M* = 4.23, *SD* = 1.22), and 57.1% desired greater understanding or ability (*M* = 4.64, *SD* = 1.29).

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						Differences were found on the basis of years of experience, service delivery model used, and services provided by diagnosis category.
Marr & Dimeo (2006) United States	*AJOT*	Pretest–posttest	To examine the effect of a summer handwriting program based on a Handwriting Without Tears curriculum (Olsen, 1999) on handwriting performance	*N* = 26 1st- to 6th-grade students (15 boys; *M* age = 8.4 yr; range = 6.2 – 11.9 yr)	1 hr/day for 2 wk	Participants made significant improvements on 2 subtests of a handwriting test. Parent ratings remained significantly improved 3 mo after testing. Additional results suggest that students who received special education during the previous school year improved their handwriting scores to a greater degree than those who did not receive special education.
McGarrigle & Nelson (2006) Australia	*OTI*	Pretest–posttest	To examine the effect of delivering a school skills program on handwriting, scissor skills, visual–motor coordination, and behavior in Indigenous communities	*N* = 13 1st-grade students Experimental group, *n* = 8 (3 boys, 5 girls; *M* age = 74.1 mo; range = 66–84 mo) Comparison group, *n* = 5 (3 boys, 2 girls; *M* age = 73 mo; range 64–77 mo)	80 min 1×/wk for 6 wk	Results indicated that participants significantly improved in aspects of handwriting, scissor skills, and behavior, but not in visual–motor coordination, after participation in the program. Compared with the comparison group, the experimental group demonstrated greater improvements only in handwriting ability scores (p = .037). A school-based OT program was concluded to be effective in improving handwriting in a group of 1st-grade Australian Indigenous students.
Mills & Chapparo (2018) Australia	*AOTJ*	Pilot study	To examine educators' experiences of delivering a classroom-based SAS program	*N* = 19 educators from 7 different schools for students with ASD	1 school term	Educators reported that helping their students was an important motivation for using the SAS, as was learning new ideas, working with an OT, and seeing an increase in concentration. Timing, staffing, and fidelity of the intervention were areas of concern.
Mills et al. (2016) Australia	*BJOT*	Nonconcurrent A–B single system	To examine the effect of a classroom-based SAS intervention on students' participation	*N* = 4 school-age students with ASD and ID (Class 1–Class 3;	5 phases, including an in-school evaluation of the sensory needs of the child and educator	Of the 4 students, 3 achieved significant improvements in classroom task performance after the use of a SAS intervention developed

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			and classroom task performance	age range = 5.7–7.10 mo)	implementation of sensory activities in functional tasks for learning	in consultation with an OT as measured by the task analysis.
Missiuna et al. (2012) Canada	*CJOT*	Reporting on model for SBOT service, parent questionnaire	To design and deliver a P4C service delivery model	N/A	3 yr	The model emphasizes the OT's partnership with educators and parents to change the child's life and daily environment. The P4C partnership focuses on capacity building through collaboration and coaching in context. The model uses a tiered approach that includes whole-class instruction, dynamic performance analysis, and monitoring response to intervention.
Missiuna et al. (2017) Canada	*BJOT*	Intervention study	To examine the processes of identifying students at risk, compared with students formally referred to OT after 2 yr in the P4C model	*N* = 246 students	1 day/wk for 2 yr	Students identified were significantly younger and more likely to be girls than those referred under the traditional model. Using observation and dynamic performance analysis, OTs identified students who had difficulties equally as marked as those who were on the waitlist. In the P4C model, waitlists for service were eliminated for all students.
Oliver (1990) United States	*AJOT*	Pilot study	To examine the effect of a writing readiness program, combined with direct therapy and supplemented by school and family	*N* = 24 students ages 5–7 yr Group 1, *n* = 12 students (9 boys) Group 2, *n* = 6 students (4 boys) Group 3, *n* = 6 students (2 boys)	30 min 1×/wk for 5–8 mo	The group of students with a significant verbal performance IQ discrepancy (>15 points) showed a 17-mo growth in readiness skills ≤1 yr. The group of students with mental retardation (IQ < 80) showed a significant sex effect: Boys showed more gains than the girls.
Peterson & Nelson (2003) United States	*AJOT*	Experimental pretest–posttest	To examine the effects of a handwriting intervention program on printing quality, handwriting, and speed	*N* = 59 1st-grade students (28 boys; *M* age = 7.1 yr)	30 min 2×/wk for 10 wk	The OT intervention group's scores were significantly greater than those of the control group.

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			writing in economically disadvantaged communities			The largest gains for the intervention group were in the areas of space, line, and size.
Pfeiffer et al. (2008) United States	*AJOT*	RCT	To examine the effect of using a Disc 'O' Sit cushion daily on attention to task for students with potential attention difficulties	*N* = 61 2nd-grade students with attention difficulties across 6 elementary schools (45 boys; *M* age = 98.87 mo; range = 90–112 mo). Treatment group, *n* = 29 students Control group, *n* = 32 students	≤2 hr/day for 2 wk	An ANOVA identified a statistically significant difference in attention to task pre- and postintervention for the treatment group.
Pollock et al. (2017) Canada	*CJOT*	Pretest–posttest	To evaluate the effect of a tailored training and mentoring program for SBOTs delivering P4C	*N* = 22 OTs	8 modules delivered every 2 wk for 2 yr; 1-day training workshop; refresher workshop, designated mentor, with a manual for trainers)	Therapists' perceptions of their knowledge and skills showed a statistically significant change. Both training and mentorship were highly valued; however, having opportunities to build peer networks was considered essential.
Ratzon et al. (2007) Israel	*AJOT*	Pretest–posttest	To examine the effect of a short-term writing readiness program on visual–motor skills of students from a low socioeconomic background (economically disadvantaged communities)	*N* = 52 1st-grade students (25 boys) Treatment group, *n* = 24 students Control group, *n* = 28	45 min 1×/wk for 12 wk	Students in the intervention group made significant gains in total score on a graphomotor and fine-motor test.
Rens & Joosten (2014) Australia	*AOTJ*	Pilot study	To explore and identify educators', therapists', and final-year OT students' experiences of	Questionnaire group, *n* = 22 educators and 10 OTs	1 yr	Key themes emerged: the need for OTs to spend time consistent time in the school and to not see themselves as the expert.

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			collaboration after the delivery of a SBOT tiered program to at-risk students	Focus group, *n* = 11 educators and 6 OTs Individual interviews, *n* = 1 supervising OT, 1 principal, 2 educators		The findings identified educator and therapist experiences in the school setting that could inform improved collaborative practice with educators and community-based OTs.
Roberts (2015) Canada	*CJOT*	Mixed methods	To examine the effect of delivering monthly CoP sessions to SBOTs and PTs after 1 yr	Questionnaires, *n* = 13 OTs and 5 PTs Interviews, *n* = 10 OTs and 4 PTs	Monthly	6 themes describing participation in CoPs emerged: structure–engagement, learning, growth–becoming, fellowship–belonging, implementation–doing, and contributing–influencing. The findings highlight the importance of situated learning, reflection, and creativity in influencing practice through discussions of ideas, research, and resources in small supportive groups of like-minded individuals with an informal, self-directed structure.
Sams et al. (2006) United States	*AJOT*	Pilot study	To examine and compare the effect on language and social skills of OT sensory–motor sessions with and without animals in school with students with ASD	*N* = 22 students with ASD (*M* age = 9.6 yr; age range = 7–13 yr); 2 had secondary diagnosis of CP	30 min 1×/wk for 15 wk	Students demonstrated significantly greater use of language and significantly greater social interaction in sessions incorporating animals when compared with sessions using exclusively standard OT techniques.
Schilling et al. (2003) United States	*AJOT*	Single-subject A–B–A–B interrupted time series	To examine the effect of therapy balls as seating in class on in-seat behavior and legibility of writing of students with ADHD	*N* = 3 4th-grade students with ADHD (2 boys; age range = 9 yr, 8 mo– 9 yr, 11 mo)	1-hr session 1×/day for 12 days	Results demonstrated increases in in-seat behavior and legible word productivity for the students with ADHD when seated on therapy balls. Social validity findings indicated that the educator and students generally preferred therapy balls.
Sudsawad et al. (2002)	*AJOT*	Randomized, blinded three-group	To examine the effect on handwriting performance of	*N* = 45 1st-grade students from 24 elementary	30 min 1×/day for 6 days	All groups showed significant improvement in kinesthesis with no significant difference in the magnitude of improvement among the groups.

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United States			kinesthetic training for students with writing difficulties	schools (30 boys; *M* age = 6 yr, 11 mo; range = 6 yr, 2 mo–7 yr, 11 mo)		There was no significant improvement in handwriting legibility as measured by a standardized test in any of the groups, although educators indicated improvement of handwriting legibility in the classroom setting in all groups. Educators also reported maintenance of handwriting legibility at 4 wk posttest.
Wehrmann et al. (2006) Canada	*CJOT*	Exploratory and action research	To examine the effect on occupational performance relating to fine motor skills of consultancy-based OT in schools (OTSBC)	*N* = 52 (21 parents, 14 educators, 10 OTs, 7 case managers)	Weekly assessment followed by fortnightly or monthly SBOT consultancy visits in schools for 2 yr)	Results supported the benefits of OTSBC services. Key findings were to train educators, provide early intervention, address service delivery issues related to health and education systems, and promote awareness of OT services and its effectiveness.
Wilson & Harris (2018) Canada	*POTP*	Qualitative descriptive	To explore and identify educators' experiences of collaboration after the delivery of SBOT using the P4C model to students with special needs	*N* = 11 educators	17 wk of weekly school-based P4C	Educators strongly preferred collaborative OT services based on the P4C model. Students with a variety of special needs were supported in their classrooms as educators learned new strategies from the OT and found ways to embed these strategies into their daily routines
Zwicker & Hadwin (2009) Canada	*OTJR*	RCT	To examine and compare the effects on handwriting legibility, of cognitive versus multisensory interventions for students with handwriting difficulties	*N* = 72 students (51 boys; 45 in Grade 1, 27 in Grade 2)	30 min 1×/wk for 10 wk	1st-grade students improved with or without intervention, but 2nd-grade students showed sizeable improvement with cognitive intervention compared with multisensory intervention. Findings challenge current multisensory intervention in OT practice.

Note. ADHD = attention deficit hyperactivity disorder; AOTA= American Occupational Therapy Association; *AOTJ = Australian Occupational Therapy Journal; AJOT = American Journal of Occupational Therapy;* ANOVA = analysis of variance; ASD = autism spectrum disorder; *BJOT = British Journal of Occupational Therapy; CJOT = Canadian Journal of Occupational Therapy;* COP = community of practice; CP = cerebral palsy; GAS = Goal Attainment Scaling; ID = intellectual disability; *JOTSEI = Journal of Occupational Therapy, Schools, and Early Intervention;* N/A = not applicable; OPC = occupational performance coaching; OT = occupational therapist/occupational therapy; OTA = occupational therapy assistant; *OTHC* =

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Occupational Therapy in Health Care; OTI = Occupational Therapy International; OTJR = Occupational Therapy Journal of Research: Occupation, Participation and Health; OTSBC = occupational therapy school-based consultation; P4C = Partnering for Change; *POTP = Physical and Occupational Therapy in Pediatrics;* PT = physiotherapist; RCT = randomized controlled trial; RtI = response to intervention; SAS = Sensory Activity Schedule; SB = school based; SBOTs = school-based occupational therapists/therapy; SEN = special education needs; TAs = teaching assistants

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Table A.3. Evidence for Implementing Multitiered Approaches in SBOT

Author/Year	Individual or Multitiered Delivery					Delivery Characteristics																		
	Tier 1	Tier 2	Tier 3	Multitiered	N/A	Whole School	Direct Group Intervention (Whole Class)	Direct Group Intervention (Delivered by OT Students)	Direct Intervention (Individual and Group)	Direct Intervention (Delivered by OTs)	Coteaching	Modelling	Accommodation (Supports for Individual Children)	Indirect Intervention (Delivered by Educators, Aides, Parents)	Educators Incorporated Strategies	Withdrawal From Class	In Class	Capacity Building	Collaborative Consultation	Knowledge Translation (to Educators)	Knowledge Translation (Therapist–Educator Pairs)	Knowledge Translation (for Therapists; Peer Mentoring)	Professional Development for Therapists	Process for Designing and Implementing a Multitiered Model	Therapists' Experiences of SBOT	Evaluation of Multitiered Model Project
Barnes et al. (2008)			•				•								•		•	•								
Bucey & Provident (2018)					•													•				•				
Cahill et al. (2014)	•	•	•	•	•												•	•							•	
Campbell et al. (2012)	•	•	•	•													•	•							•	
Case-Smith (2002)			•						•						•	•	•	•								
Case-Smith & Cable (1996)	•	•	•	•	•												•	•							•	
Case-Smith et al. (2011)	•						•				•	•	•				•	•	•							
Case-Smith et al. (2012)	•						•				•	•	•				•	•	•							
Case-Smith et al. (2014)	•						•				•	•	•				•	•								
Christner (2015)				•	•													•		•						
Chwirka et al. (2002)	•													•			•									
Grandisson et al. (2020)	•	•	•	•													•	•						•		
Handley-More et al. (2003)			•							•						•										
Howe et al. (2013)		•														•										

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Hui et al. (2016)	•													•			•	•		•							
Hutton (2009)	•	•	•	•		•											•	•									•
Jordan et al. (2016)	•						•				•	•					•	•									
Kemmis & Dunn (1996)			•											•			•	•			•						
Kennedy et al. (2020)	•	•	•	•	•												•	•								•	
Kramer-Roy et al. (2020)	•	•	•	•													•	•									•
Leigers et al. (2016)	•	•	•	•	•				•			•	•				•	•		•						•	
Marr & Dimeo (2006)		•														•											
McGarrigle & Nelson (2006)		•						•								•											
Mills & Chapparo (2018)			•														•	•									•
Mills et al. (2016)			•								•		•	•			•	•		•							
Missiuna et al. (2012)	•	•	•	•													•	•							•		
Missiuna et al. (2017)	•	•	•	•													•	•									•
Oliver (1990)		•							•					•		•	•	•									
Peterson & Nelson (2003)		•								•						•		•		•							
Pfeiffer et al. (2008)		•											•				•										
Pollock et al. (2017)	•	•	•	•													•	•						•			
Ratzon et al. (2007)		•							•	•						•											
Rens & Joosten (2014)		•	•	•													•	•		•							•
Roberts (2015)					•													•				•	•				
Sams et al. (2006)			•							•						•											
Schilling et al. (2003)			•										•				•										

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Sudsawad et al. (2002)		•					•									•										
Wehrmann et al. (2006)		•	•	•													•	•								•
Wilson & Harris (2018)	•	•	•	•	•												•	•								•
Zwicker & Hadwin (2009)		•								•						•										

Note. N/A = not applicable; SBOT = school-based occupational therapy.

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