

ERRATA TO THE PAPER ON

“Effectiveness of interventions for school children with developmental dyscalculia: A systematic review and meta-analysis”

Anemut Mehari and Seleshi Zeleke (PhD)

Article: Mehari, A., & Zeleke, S. (2025). Effectiveness of interventions for school children with developmental dyscalculia: A systematic review and meta-analysis. *Romanian Journal of Applied Psychology*, Vol. 27, No. 1, 2025, pp. 73-83. DOI: 10.2478/rjap-2025-0008

- DOI of the original article – 10.2478/rjap-2025-0008
- Errata DOI number – 10.2478/rjap-2025-0012

The description of the changes made:

1. Page 73 [Author information section]

- The institutional affiliations were updated and reordered to reflect the correct universities, and “&” was changed to “and” for consistency in style.
- **Correct version:**

Anemut Mehari^{1,2} and Seleshi Zeleke (PhD)¹

¹ School of Psychology, Addis Ababa University, Addis Ababa, Ethiopia

² Department of Psychology, Dilla University, Dilla, Ethiopia

2. On page 73 – removed “(1st author with double affiliation)”.
3. On pages 75 and 78 – corrected “I2” to “I²”.
4. On page 79 – corrected “B0” to “B₀”.
5. On page 75 – “Using a relative (random)bweight” to “Using a relative (random) weight”

6. On page 75 – “type ofbintervention” to “type of intervention”
7. On page 75 – “Abdelaziz andbAbdelhameed (2024) to “Abdelaziz and Abdelhameed (2024)”
8. Page 77, Table 1:
 - The table has been replaced with an expanded version that now includes 33 studies.
 - **Correct version:** Version with 33 studies (See below)

Author(s)(year)	Country	Major intervention category	Design	Sample size total (M, F)	Sex		Age (Mean $\pm$ SD) &/or range in years
					EG (M, F)	CG (M, F)	
Ariffin et al. (2019)	Malaysia	Electronic device assisted	Quasi-experimental	7	-	-	6 - 10
Abdelaziz & Abdelhameed (2024)	Egypt	Demonstration of illustrative examples	Quasi-experimental	10	5	5	9.67 $\pm$ 0.37
De Castro et al. (2014)	Brazil	Virtual environment: computer games	Experimental	26	13(8,5)	13(8,5)	7-10 (8 $\pm$.63)
Guarnera & D'Amico (2014)	Italy	Computerized attention training	Quasi-experimental	14(6,8)	7(3,4)	7(3,4)	9 years & 5 months (113.1 $\pm$ 4.8 in months)
Shavan & Sadeghian (2023)	Iran	Yoga exercise	Experimental	30(M)	15	15	
Käser et al. (2013)	Switzerland	Computer-based training program Calcularis	Quasi-experimental	32	15	17	7.45-12.14 (9.94 $\pm$ 1.34)
Kucian et al. (2011)	Switzerland	Mental number line training	Quasi-experimental	32	16	16	8–10
Kumar & Darolia (2016)	India	PASS based Remedial Programs	Experimental	140	70	70	9-12
Lu et al. (2025)	China	abacus training	Experimental	80 (49,31)	40	40	9.90 $\pm$ 0.94
Maryam et al. (2011)	Iran	Instruction	Experimental	64	32	32	8-12
Rastgar-Farajzadeh et al. (2025)	Iran	Transcranial photobiomodulation training	Experimental	20	10	10	6-11
Ribeiro & Santos (2020)	Brazil	Musical training	Experimental	44	22	22	8.32 $\pm$.30
Tharani (2021)	India	Anxiety reduction and developing positive attitude towards mathematics Trainings	Experimental	120	30	90	-

Beygi et al. (2010)	Iran	Remedial	Experimental	40	20(M)	20(M)	10-12
Changizi et al. (2022)	Iran	Game-based	Quasi-experimental	30 (EG=15, CG=15)	15 (9,6)	15 (8,7)	7.79±1.32
Cheng et al. (2020)	China	Game-based	Experimental	78	38 (22, 16)	40 (27,13)	EG=9.53 ±.73; CG=9.55 ± .85
Faramarzi & Sadri (2014)	Iran	Memory exercise-based	Quasi-experimental	30	15(F)	15(F)	8-9
Im and Jitendra (2020)	USA	Instruction based	Experimental	338	193	145	12.61 (.5)
Käser et al. (2013)	Switzerland & Germany	Electronic device assisted	Quasi-experimental	63 (45 F, 18 M)	n = 33, 66.6% F, 24 in the analysis	n = 30, 76.6% F	EG =9.26 (.94); CG= 9.39 (1.09)
Karibasappa et al. (2008)	India	Remedial	Quasi-experimental	17	-	-	-
Kaur et al. (2008)	India	Instruction based	Experimental	40	30	10	
Kohn et al. (2020)	Germany	Electronic device assisted	Experimental	67	-	-	8.96(.82)
Lambert & Spinath (2014)	Germany	Instruction combined with remedial	Quasi-experimental	46	-	-	8.655(.966)
Layes et al. (2018)	Algeria	Memory exercise-based	Experimental	28 (16 M &12F)	14	14	8.93 (.29)
Leh & Jitendra (2012)	USA	Electronic device assistance combined with instruction	Experimental	25	12 M; 13 F		-
Lucangeli, et al. (2019)	Italy	Memory exercise-based	Quasi-experimental	68 (36 M &32F)	34	34	7–12 (at pretest)
Malekian & Nadi (2012)	Iran	Electronic device assistance combined with instructional	Quasi-experimental	30	-	-	-
Mohammadi et al. (2009)	Iran	Memory exercise combined with game-based	Experimental	40	20	20	EG=8.45(1.09); CG=8.8(1.36)

Prabavathy & Sivaranjani (2020)	India	Game-based	One group experimental	32			
Re et al. (2014)	Italy	Instruction based	Experimental	54 (mild & severe)	27 (10 severe & 17 mild) (17 M & 10 F)	27 (9 severe & 18 mild) (17 M & 10 F)	EG =8.86(.36); CG =9.16(.49)
Singh & Anshu (2013)	India	Memory exercise-based	One group quasi-experimental	37	-	-	-
Syah et al. (2015)	Malaysia	Game-based	Experimental	50	25	25	7
Ziadat (2022)	Jordan	Memory exercise combined with practical problem-solving	Quasi-experimental	60	40	20	7-8
Total				1792			6-12