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Dear Reviewer 2,

Thank you for the thoughtful reviews on our paper titled "Utilizing cognitive training to improve working memory, attention, and impulsivity in school-aged children with ADHD and SLD." Below, you will find a point-by-point account of our responses to the feedback.

Discussion of limitations in the study design. One consistent comment in the review highlighted the need for us to address the lack of a control group (and potential practice effects) in our quasi-experimental design. To address this critique, a limitations section has been added to the Discussion.

Directionality and motivation of study hypotheses. In order to make the hypotheses of the study (and their rationale) explicit, additional information was added to the Current Study section of the Introduction.

Age span and diagnoses of participants. Reviewer 2 commented that the participant age span of 11 years, as well as other participant factors (diagnosis, medication, socioeconomic status, depression, and impairment severity) were ignored. The goal of our study was not to determine if cognitive training differed between groups (e.g., ages, diagnoses, etc.), but instead to assess whether working memory and attention outcomes differed as a function of cognitive training, despite various demographic or clinical factors. Because examining the moderating effects of these factors was not a focus of the study, we did not address this in our paper.

Statistical Power.. We believe that the current study was not underpowered and is evident by our ability to detect significant effects with the current sample size.

Issues of clarity and formatting. The following reviewer comments related to issues of clarity and formatting have been addressed:

- The current project section was updated to clearly indicate directional hypotheses

Once again, thank you for the thoughtful feedback and for the opportunity to revise and resubmit. Please let us know if there is anything more you need from us.

Sincerely,

Eugene H. Wong, Ph.D.
Professor
Associate Chair