

WEB TABLE I: SUMMARY OF STUDIES INCLUDED IN THE REVIEW

<i>Study</i>	<i>Intervention components, number of participants</i>	<i>Findings</i>
<i>Social Skills Training</i>		
Varni JW, <i>et al.</i> 1993 [8]	Social skills training vs Standard school reintegration services, <i>n</i> =64	Higher perceived social support decreased internalizing/externalizing behaviours.
Die-Trill M, <i>et al.</i> 1996 [10]	Sixteen, 1 h group sessions focused on development of social skills, <i>n</i> =8	Improved social skills
Barakat LP, <i>et al.</i> 2003 [13]	Children: Social skills training: Verbal and non-verbal communication; empathy and conflict resolution; cooperation, <i>n</i> = 13	Improvement in social competence; behavior problems Better verbal and nonverbal functioning.
Barrera M, <i>et al.</i> 2009 [7]	Social skills including friendship making and assertion, <i>n</i> =32	Improved self-control, social skills, quality of life
<i>Cognitive Behavioral</i>		
Kazak AE, <i>et al.</i> 1996[9]	Distraction, play, guided imagery (customized intervention for each child), <i>n</i> =162	Lower levels of distress for the combined pharmacological + psychological intervention group
Barrera M., 2000 [11]	Two training and two in-vivo sessions, using behavioral and cognitive behavioral techniques, <i>n</i> =1	Physical resistance eliminated; maternal anxiety and sibling distress reduced
Butler WR, <i>et al.</i> 2008 [16]	22-hour individual sessions (1/wk) of Cognitive Remediation Program, <i>n</i> =161	Improved academic achievement; Less cognitive problems, better attention, less attention-hyperactivity symptoms according to parents
Hardy KK, <i>et al.</i> , 2013 [29]	25 sessions of home-based computerized cognitive training program for 3 mo, <i>n</i> =20	Improved visual working memory and reduced leaning problems
Nekah SMA, <i>et al.</i> 2015 [31]	10 sessions (60 min) of structured cognitive-behavioral group play therapy, <i>n</i> =18	Beneficial in reducing anxiety and depression
Hardy KK, <i>et al.</i> 2011 [24]	50 min/wk for 3 mo, <i>n</i> =9	Improved working memory and attention
Van Dijk-Lokkart EM, <i>et al.</i> 2015 [32]	6 + 2 sessions (children and parents respectively) of structured psychosocial program to enhance social-emotional functioning and coping, <i>n</i> =30	Overall, patients liked participation in the intervention and were positive about the psychologists
Malboeuf-Hurtubise C, <i>et al.</i> , 2013 [28]	Mindfulness meditation intervention, <i>n</i> =28	Specific outcome not mentioned
<i>Body Focused</i>		
Hinds PS, <i>et al.</i> , 2007 [15]	Pedaling a stationary bicycle-style exerciser for 30 minutes twice daily for 24 d, <i>n</i> = 29	Improved sleep
Thygeson MV, <i>et al.</i> , 2010 [18]	One 45-min session; children and parents separately and Yoga, <i>n</i> =16	Decreased anxiety in parents and adolescents
Speyer E, <i>et al.</i> , 2010 [19]	Hospital stay with APA sessions vs. hospital stay without APA session, <i>n</i> =30	Better HRQoL for most of the HRQoL psychological and physical dimensions.
Braam KI, <i>et al.</i> , 2010 [20]	Combined physical and a psychosocial intervention, <i>n</i> =100	Found to be able to maintain or enhance physical fitness and increase quality of life.
Yeh CH, <i>et al.</i> , 2011 [22]	Intervention: three weekly sessions (30minutes) of individualized home-based aerobic exercise program, <i>n</i> =22	Significantly lower “general fatigue”

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<i>Study</i>	<i>Intervention components and number of participants</i>	<i>Findings</i>
Gohar SF, <i>et al.</i> , 2011 [23]	Stretching, strengthening and aerobic exercises, <i>n</i> =9	Gross motor function and PedsQL improved steadily however, the PedsQL slightly decreased from interim maintenance to delayed intensification. The parents reported to be satisfied with the intervention.
Huang JS, <i>et al.</i> , 2014 [30]	weight management intervention (WMI), <i>n</i> =38	Less weight gain; increased moderate-to-vigorous physical activity; reduced negative mood
Vallet C, <i>et al.</i> , 2015 [34]	Adapted physical activity program, <i>n</i> =11	Improvement in global self: perceived sport competence and perceived physical strength.
Shockey DP, <i>et al.</i> , 2013 [26]	4-session of relaxation and biofeedback. Each session for 60 mins approx, <i>n</i> =11	Combination intervention found to be beneficial to children experiencing procedural distress as a novel coping strategy
<i>Music Therapy</i>		
O'Callaghan C, <i>et al.</i> , 2011 [21]	Music behaviours, <i>n</i> =26	Specific improvement not mentioned.
Polat S, <i>et al.</i> , 2015 [33]	Therapeutic music sessions (15 to 30 min) during the chemotherapy procedure, <i>n</i> =28	Reduced anxiety
<i>Others</i>		
Favara-Scacco C, <i>et al.</i> 2001 [12].	Daily psychotherapeutic encounters, <i>n</i> =32	Experimental group exhibited non-resistance and collaborative behaviors. Therapy was useful in supporting children and parents during intrusive procedures
Kazak AE, <i>et al.</i> , 2005 [14]	Pre- and 2-mo post intervention (specific techniques not mentioned), <i>n</i> =19	Reduced anxiety and parental post-traumatic stress disorder symptoms
Moore IM, <i>et al.</i> , 2012 [25]	40-50 h direct instruction on mathematical concepts, <i>n</i> =32	
Akard TF, <i>et al.</i> , 2015 [35]	Intervention that guided children to answer questions about legacy-making and create a digital story about themselves, <i>n</i> =28	Better emotional and school functioning
Chari U, <i>et al.</i> , 2013 [27]	20 sessions of non-directive play therapy. (30 min each), <i>n</i> =1	Better illness adjustment and general mental well-being, enhanced coping, and normalization.