

Quality assessment							Number of patients		Effect		Quality	Importance
Number of studies	Study design	Risk of bias	Inconsistency	Indirectness	Imprecision	Other considerations	Exercise	any control	Relative (95% CI)	Absolute (95% CI)		
Anxiety (mild learning disabilities) (follow up: mean 39 weeks; assessed with: Hamilton Anxiety Scale)												
1	randomised trials	very serious ^{1,2}	not serious	not serious	serious ³	none	Significant decrease in total HAM-A scores in the aerobic and leisure groups only (no significant decrease was found for the vocational activities control group.)				⊕○○○ VERY LOW	CRITICAL
Anxiety (mild to moderate learning disabilities) (follow up: mean 12 weeks; assessed with: Zung Self-rating anxiety scale (adapted for learning disabilities and named Self-rated Anxiety Scale or SAS-ID))												
1	randomised trials	very serious ¹	not serious	not serious	serious ⁴	none	14	13	-	MD 6.62 fewer (7.97 fewer to 5.27 fewer)	⊕○○○ VERY LOW	CRITICAL
Quality of life – not reported												
-	-	-	-	-	-	-					-	CRITICAL
Community participation and meaningful occupation – not reported												
-	-	-	-	-	-	-					-	CRITICAL

1. Risk of selection, performance and detection bias
2. Risk of selective outcome (no variance reported so not possible to use in meta-analysis), performance and selection bias
3. Sample size less than optimal information size (<400 for continuous outcomes or <300 for dichotomous outcomes). Not possible to assess confidence without variance.
4. Sample size less than optimal information size (<400 for continuous outcomes or <300 for dichotomous outcomes).