

Key Goals For Working Memory Deficits

Improving Working Memory in Learning and Intellectual Disabilities

Silvia Lanfranchi, Barbara Carretti. 2016-08-05

The last forty years of research have demonstrated that working memory (WM) is a key concept for understanding higher-order cognition. To give an example, WM is involved in reading comprehension, problem solving and reasoning, but also in a number of everyday life activities. It has a clear role in the case of atypical development too. For instance, numerous studies have shown an impairment in WM in individuals with learning disabilities (LD) or intellectual disabilities (ID); and several researchers have hypothesized that this can be linked to their difficulties in learning, cognition and everyday life. The latest challenge in the field concerns the trainability of WM. If it is a construct central to our understanding of cognition in typical and atypical development, then specific intervention to sustain WM performance might also promote changes in cognitive processes associated with WM. The idea that WM can be modified is debated, however, partly because of the theoretical implications of this view, and partly due to the generally contradictory results obtained so far. In fact, most studies converge in demonstrating specific effects of WM training, i.e. improvements in the trained tasks, but few transfer effects to allied cognitive processes are generally reported. It is worth noting that any maintenance effects (when investigated) are even more meagre. In addition, a number of methodological concerns have been raised in relation to the use of: 1. single tasks to assess the effects of a training program; 2. WM tasks differing from those used in the training to assess the effects of WM training; and 3. passive control groups.

These and other crucial issues have so far prevented any conclusions from being drawn on the efficacy of WM training. Bearing in mind that the opportunity to train WM could have a huge impact in the educational and clinical settings, it seems fundamentally important to shed more light on the limits and potential of this line of research. The aim of the research discussed here is to generate new evidence on the feasibility of training WM in individuals with LD and ID. There are several questions that could be raised in this field. For a start, can WM be trained in this population? Are there some aspects of WM that can be trained more easily than others? Can a WM training reduce the impact of LD and ID on learning outcomes, and on everyday living? What kind of training program is best suited to the promotion of such changes?

Handbook of Research on Classroom Diversity and Inclusive Education Practice Curran, Christina M., Petersen, Amy

J..2017-05-30 As classrooms are becoming more diverse, teachers are now faced with the responsibility of creating an inclusive classroom community. As such, researching classroom pedagogies and practices is an imperative step in curriculum planning. The *Handbook of Research on Classroom Diversity and Inclusive Education Practice* is an authoritative reference source for the latest scholarly research on ways to effectively teach all students and further refine and strengthen school-wide inclusive pedagogy, methods, and policies. Featuring extensive coverage on a number of topics such as special education, online learning, and English language learners, this publication is ideally designed for professionals, educators, and policy makers seeking current research on methods that ensure all students have equal access to curricular content and the chance for growth and success.

Understanding, Developing, and Writing Effective IEPs Roger Pierangelo, George Giuliani.2007-04-06 Written by legal and education experts and aligned with the reauthorization of IDEA 2004, this practical resource provides a step-by-step plan for

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creating, writing, and evaluating IEPs.

Twice-Exceptional Gifted Children Beverly A. Trail.2022-03-24
Twice-Exceptional Gifted Children, Second Edition provides informed recommendations for improving screening, identification, and services for gifted students with disabilities. This essential resource equips educators with an overview of who these students are, how teachers can tap into their strengths and support their weaknesses, and educational strategies to help them succeed in school and beyond. Thoroughly revised and updated to reflect the latest research and advances in the field, the Second Edition includes new content outlining the positive and negative impacts of Response to Intervention (RtI) on twice-exceptional learners and recommends comprehensive assessments to identify their strengths and challenges, determine significant discrepancies in abilities, and evaluate any impacts on their learning and academic performance. This new edition also includes revised recommendations for screening and identifying twice-exceptional students, critical insights for understanding and supporting mental health issues, and updated analysis from the DSM-5 for Autism Spectrum Disorder, Specific Learning Disorder, and ADHD. Ideal for teachers, coaches, and administrators looking to better understand their most talented learners, the fresh strategies, updated definitions, and comprehensive assessments included in this book will ensure that twice-exceptional gifted students don't just survive in the classroom, but thrive.

Executive Function "Dysfunction" - Strategies for Educators and Parents Rebecca Moyes.2014-07-21 Concise and accessible, this plain English guide will help parents and educators to understand and support children with executive function difficulties at home and in the classroom. The author describes the cognitive processes that make up the executive functions, including attention, behavioral inhibition, theory of mind, organizational skills, time management, planning, decision-making, and self-talk.

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Using real examples, she describes how difficulties in each of these areas may manifest, and offers practical hints, tips, and accommodations for supporting children both in and out of school. Containing a wealth of helpful information as well as tried-and-tested strategies, this is the perfect primer for parents and educators of children with executive function difficulties. *Toddlers & ADHD* Donna Mac, LCPC.2014-03 Is your toddler going through the whacky one's, terrible two's, troublesome three's, or fudgesicle four's or five's? Or could their behavior be something more? ADHD is a genetic, neurodevelopmental disorder that usually has an onset prior to the age of four. It is a condition with a severe inability to self-regulate. *Toddlers & ADHD* shares the latest research on the diagnosis and the treatment of 1-5 year olds with this condition; it wasn't until recently that this diagnosis in toddlers was even considered endorsed--Page 4 of cover.

Handbook of Adolescent Transition Education for Youth with Disabilities Karrie A. Shogren, Michael L. Wehmeyer.2020-05-26 Now in a thoroughly revised and updated second edition, this handbook provides a comprehensive resource for those who facilitate the complex transitions to adulthood for adolescents with disabilities. Building on the previous edition, the text includes recent advances in the field of adolescent transition education, with a focus on innovation in assessment, intervention, and supports for the effective transition from school to adult life. The second edition reflects the changing nature of the demands of transition education and adopts a life design approach. This critical resource is appropriate for researchers and graduate-level instructors in special and vocational education, in-service administrators and policy makers, and transition service providers.

Attention-Deficit/Hyperactivity Disorder in Children and Adolescents Brian P. Daly, Aimee K. Hildenbrand, Shannon G. Litke, Ronald T. Brown.2023-12-11 State-of-the-art guidance on

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the effective assessment and treatment of children and adolescents with ADHD New updated edition Provides guidance on multimodal care and diversity issues Includes downloadable handouts This updated new edition of this popular text integrates the latest research and practices to give practitioners concise and readable guidance on the assessment and effective treatment of children and adolescents with attention-deficit/hyperactivity disorder (ADHD). This common childhood condition can have serious consequences for academic, emotional, social, and occupational functioning. When properly identified and diagnosed, however, there are many interventions that have established benefits. This volume is both a compact how to reference, for use by professionals in their daily work, and an ideal educational reference for students. It has a similar structure to other books in the Advances in Psychotherapy series, and informs the reader of all aspects involved in the assessment and management of ADHD. Practitioners will particularly appreciate new information on the best approaches to the ideal sequencing of treatments in multimodal care, and the important diversity considerations. Suggestions for further reading, support groups, and educational organizations are also provided. A companion volume Attention-Deficit/Hyperactivity Disorder (ADHD) in Adults is also available.

Understanding Working Memory Tracy Packiam Alloway, Ross G. Alloway. 2014-10-27 It is hard to conceive of a classroom activity that does not involve working memory - our ability to work with information. In fact, it would be impossible for students to learn without working memory. From following instructions to reading a sentence, from sounding out an unfamiliar word to calculating a math problem, nearly everything a student does in the classroom requires working with information. Even when a student is asked to do something simple, like take out their science book and open it to page 289, they have to use their working memory. Most children have a working memory that is

strong enough to quickly find the book and open to the correct page, but some don't - approximately 10% in any classroom. A student who loses focus and often daydreams may fall in this 10%. A student who isn't living up to their potential may fall in this 10%. A student who may seem unmotivated may fall in this 10%. In the past, many of these students would have languished at the bottom of the class, because their problems seemed insurmountable and a standard remedy like extra tuition didn't solve them. But emerging evidence shows that many of these children can improve their performance by focusing on their working memory. Working memory is a foundational skill in the classroom and when properly supported it can often turn around a struggling student's prospects. This book will make sure you are able to spot problems early, work with children to improve their working memory and ensure they reach their full potential. How does the book work? Each of the following chapters includes a description of the learning difficulty (WHAT), followed by an inside look into the brain of a student with the disorder (WHERE), their unique working memory profile (WHY), and classroom strategies to support working memory (HOW). There are two types of strategies: general working memory strategies that can be applied to all students in your class, and specific working memory strategies for each learning difficulty. The final chapter (Chapter 9) provides the student with tools to empower them along their learning journey. The aim in supporting students with learning difficulties is not just to help them survive in the classroom, but to thrive as well. The strategies in the book can provide scaffolding and support that will unlock their working memory potential to boost learning. They are designed to be easily integrated within the classroom setting as a dimension of an inclusive curriculum and used in developing an individualized education program (IEP) for the student. The strategies recommended here can also complement existing programs that support a core deficit, such as a social skills program for a

student with autistic spectrum disorder, or behavior modification for those with ADHD. Each chapter also includes: Try It box: Provides the reader with an opportunity to have a hands-on understanding of the material Science Flash box: Gives the reader a snapshot of current and interesting research related to each chapter Current Debate box: Discusses a controversial issue pertaining to the disorder Tracy Packiam Alloway is an award-winning psychologist based at the University of North Florida Ross Alloway is the CEO of Memosyne Ltd, a company that brings cutting-edge scientific research to parents.

Essentials of Working Memory Assessment and

Intervention Milton J. Dehn.2015-08-31 Improve academic learning outcomes with accurate working memory assessment and evidence-based interventions Essentials of Working Memory Assessment and Intervention is an accessible, practical guide to accurately and efficiently assessing working memory. This comprehensive resource explains the theories of working memory, with an emphasis on cognitive load theory, and provides step-by-step guidelines for organizing a cross-battery assessment, selecting appropriate instruments, interpreting results, and formulating individualized interventions and educational programming. In-depth case studies illustrate typical profiles found in children and adolescents with working memory deficits, and the companion CD features worksheets, testing charts, and other useful resources. Reader-friendly design elements including Rapid Reference, Caution, and Don't Forget boxes, and practice questions, bullet points, and icons make this guide useful for both study and desk reference. Working memory deficits are the main reason why students with disabilities are unable to successfully respond to regular education interventions. Given the strong relationship between working memory and all areas of academic learning, a deeper understanding of working memory and the related assessments and interventions can facilitate greater achievement. This book helps readers: Understand the

development and neuroanatomy of working memory Learn techniques for improving working memory in the classroom Examine strategies for brain-based working memory training Effectively utilize working memory assessment measures By examining the critical functions of working memory and its relationship with specific learning disabilities, then providing strategies for assessment and detailed intervention guidance, this book helps educators and professionals guide their students and clients toward improved cognitive functioning, , reduced frustration, and improved academic performance . For those seeking a practical approach to working memory, Essentials of Working Memory Assessment and Intervention provides the tools and information they need.

Working Memory and Severe Learning Difficulties (PLE: Memory)

Charles Hulme, Susie Mackenzie. 2014-05-09 Working memory is a term used to refer to the systems responsible for the temporary storage of information during the performance of cognitive tasks. The efficiency of working memory skills in children may place limitations on the learning and performance of educationally important skills such as reading, language comprehension and arithmetic. Originally published in 1992, this monograph considers the development of working memory skills in children with severe learning difficulties. These children have marked difficulties with a wide range of cognitive tasks. The studies reported show that they also experience profound difficulties in verbal working memory tasks. These memory problems are associated with a failure to rehearse information within an articulatory loop. Training the children to rehearse material is shown to help alleviate these problems. The implications of these studies for understanding normal memory development, and for models of the structure of working memory and its development are discussed. It is argued that the working memory deficits seen in people with severe learning difficulties may contribute to their difficulties on other cognitive tasks.

Coaching Students with Executive Skills Deficits Peg

Dawson, Richard Guare. 2012-02-29 This book has been replaced by Coaching Students with Executive Skills Challenges, Second Edition, ISBN 978-1-4625-5219-1.

Working Memory and Neurodevelopmental Disorders Tracy

Packiam Alloway, Susan E. Gathercole. 2012-08-06 Short-term or working memory - the capacity to hold and manipulate information mentally over brief periods of time - plays an important role in supporting a wide range of everyday activities, particularly in childhood. Children with weak working memory skills often struggle in key areas of learning and, given its impact on cognitive abilities, the identification of working memory impairments is a priority for those who work with children with learning disabilities. Working Memory and Neurodevelopmental Disorders supports clinical assessment and management of working memory deficits by summarising the current theoretical understanding and methods of assessment of working memory. It outlines the working memory profiles of individuals with a range of neurodevelopmental disorders (including Down's syndrome, Williams syndrome, Specific Language Impairment, and ADHD), and identifies useful means of alleviating the anticipated learning difficulties of children with deficits of working memory. This comprehensive and informative text will appeal to academics and researchers in cognitive psychology, neuropsychology and developmental psychology, and will be useful reading for students in these areas. Educational psychologists will also find this a useful text, as it covers the role of working memory in learning difficulties specific to the classroom.

Working Memory and Education Susan J. Pickering. 2006

Psychologists have been trying to understand the factors that underpin children's success and failure in different educational domains for many years. One psychological function that has been found to play an important role in educational achievement is 'working memory', the processes involved in the temporary

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maintenance and manipulation of information. This book provides the reader with an up-to-date review of the research that has identified how working memory relates to academic attainment in: reading, reading comprehension, arithmetic and writing, as well as looking at how children with difficulties relating to hearing impairment and attention deficits differ in terms of their working memory. Other chapters focus on how working memory is called upon in classroom settings, how working memory can be assessed, and approaches to remediation. The opening chapter of the book provides an account of working memory from the architect of the model that has dominated psychological theory for over two decades. This book is a valuable resource for psychologists, educationalists, and anyone seeking to understand more about the cognitive basis of educational achievement in children. * It brings together in one volume information that would normally be found in different sources * It brings together two disciplines that are highly relevant to one another (psychology and education) but not often linked directly * Provides psychologists with a perspective on educational practice * Provides educationalists with a well-established psychological framework for viewing educational phenomena * It provides information about up-to-date research techniques * It provides suggestions on how psychological theory can be translated into practice in educational settings

The Handbook of Educational Theories Beverly Irby, Genevieve H. Brown, Rafael Lara-Aiecio, Dr. Shirley A. Jackson. 2013-03-01
Although educational theories are presented in a variety of textbooks and in some discipline specific handbooks and encyclopedias, no publication exists which serves as a comprehensive, consolidated collection of the most influential and most frequently quoted and consulted theories. There is a need to put such theories into a single, easily accessible volume. A unique feature of the Handbook is the way in which it conveys the theories. The organization of the chapters within each section

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makes the volume an easy-to-use and understandable reference tool as researchers and practitioners seek theories to guide their research and practice and as they develop theoretical frameworks. In addition to the traditional theories presented, the Handbook includes emerging theories for the 21st Century as well as presenting practical examples of the use of these theories in research from dissertations and published articles. An appendix which indicates which theories have instruments associated with them and where those instruments can be found is also included. The Handbook consists of 12 sections. Section I provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice. The remaining sections address Philosophical Educational Constructs, Learning Theory, Instructional Theory, Curriculum theory, Literacy and Language Acquisition Theory, Counseling Theory, Moral Development Theory, Classroom Management Theory, Assessment Theory, Organizational Theory, and Leadership/Management Theory. Each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors. Each chapter within the section will include (a) a description of the theory with goals, assumptions, and aspects particular to the theory, (b) the original development of and interactions of the theory, (c) validation of the theory, (d) generalizability of the theory across cultures, ethnicities, and genders, (e) the use and application of the theory, (f) critiques of the theory, (g) any instruments associated with the theory, and (h) two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or published articles and be written by the original theorist or prominent contributors to the theory. The Handbook is intended for graduate students enrolled in research courses or completing theses and dissertations. Additionally, professors of all educational disciplines in the social sciences would be an interested

audience. There is also potential use of the text as administrators, counselors, and teachers in schools use theory to guide practice. As more inquiry is being promoted among school leaders, this book has more meaning for practitioners.

Response to Intervention and Precision Teaching Kent

Johnson, Elizabeth M. Street. 2012-12-01 Successful

implementation of response to intervention (RTI) for academic skills problems requires rigorous progress monitoring. This book shows how the proven instructional technology known as precision teaching (PT) can facilitate progress monitoring while building K-12 students' fluency in reading, writing, math, and the content areas. Detailed instructions help general and special education teachers use PT to target specific skills at all three tiers of RTI, and incorporate it into project-based learning. Of crucial importance for RTI implementers, the book provides explicit procedures for measuring and charting learning outcomes during each PT session, and using the data to fine-tune instruction. Reproducible charts and other useful tools can be downloaded and printed in a convenient 8 1/2 x 11 size.

Professional Issues in Speech-Language Pathology and Audiology, Sixth Edition Melanie W. Hudson, Mark

DeRuiter. 2023-10-06 This sixth edition of Professional Issues in

Speech-Language Pathology and Audiology is intended to be a primary text for students in speech-language pathology and audiology, as well as a resource for practitioners, providing a comprehensive introduction to contemporary issues that affect these professions and service delivery across settings. It aims to provide a better understanding that day-to-day clinical work, as well as personal professional growth and development are influenced by political, social, educational, health care, and economic concerns. By instilling a big-picture view of the profession, future clinicians will be more prepared to make informed decisions as they provide services, engage in advocacy efforts, and plan their careers as audiologists or speech-language

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pathologists. The book is divided into four major sections: Overview of the Professions, Employment Issues, Setting-Specific Issues, and Working Productively. The information presented in each section provides the reader with a better understanding and a new perspective on how professional issues have been affected by both internal and external influences in recent years including technological advances, demographic shifts, globalization, and economic factors. Chapter authors are recognized subject-matter experts, providing a blend of both foundational and cutting-edge information in areas such as evidence-based practice, ethics, job searching and employment issues, interprofessional practice, service delivery in health care and education, technology, cultural competence, supervision, and leadership. Students reading this book will appreciate how the professions have evolved over time while acquiring a sense of where they are right now as they prepare to enter the professional world. Each of the topics covered in the book will continue to play important roles in the future of speech-language pathology and audiology, providing early career professionals with the requisite knowledge to achieve success in any setting. New to the Sixth Edition: * New information on issues related to the COVID-19 pandemic * Coverage of recent changes in technology * Updates to ASHA certification requirements, the Assistants certification program, and the 2023 ASHA Code of Ethics * New contributors: Nicole E. Corbin, Sandra Liang Gillam, Erin E.G. Lundblom, Christine T. Matthews, Shari Robertson, Rachel A. Ritter, and Jennifer P. Taylor * Updated list of acronyms used in the book Key Features: * Chapters authored by recognized experts in communication sciences and disorders * Each chapter begins with an introduction and ends with a summary of key areas * Critical Thinking questions for each chapter accessible online * Case studies related to child and elder abuse * Case studies related to advocacy Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the

original print version of this book.

Cognitive Analytics: Concepts, Methodologies, Tools, and Applications Management Association, Information

Resources.2020-03-06 Due to the growing use of web applications and communication devices, the use of data has increased throughout various industries, including business and healthcare. It is necessary to develop specific software programs that can analyze and interpret large amounts of data quickly in order to ensure adequate usage and predictive results. *Cognitive Analytics: Concepts, Methodologies, Tools, and Applications* provides emerging perspectives on the theoretical and practical aspects of data analysis tools and techniques. It also examines the incorporation of pattern management as well as decision-making and prediction processes through the use of data management and analysis. Highlighting a range of topics such as natural language processing, big data, and pattern recognition, this multi-volume book is ideally designed for information technology professionals, software developers, data analysts, graduate-level students, researchers, computer engineers, software engineers, IT specialists, and academicians.

Understanding Working Memory Tracy Packiam Alloway, Ross G. Alloway.2014-10-27 It is hard to conceive of a classroom activity that does not involve working memory – our ability to work with information. In fact, it would be impossible for students to learn without working memory. From following instructions to reading a sentence, from sounding out an unfamiliar word to calculating a math problem, nearly everything a student does in the classroom requires working with information. Even when a student is asked to do something simple, like take out their science book and open it to page 289, they have to use their working memory. Most children have a working memory that is strong enough to quickly find the book and open to the correct page, but some don't – approximately 10% in any classroom. A student who loses focus and often daydreams may fall in this

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10%. A student who isn't living up to their potential may fall in this 10%. A student who may seem unmotivated may fall in this 10%. In the past, many of these students would have languished at the bottom of the class, because their problems seemed insurmountable and a standard remedy like extra tuition didn't solve them. But emerging evidence shows that many of these children can improve their performance by focusing on their working memory. Working memory is a foundational skill in the classroom and when properly supported it can often turn around a struggling student's prospects. This book will make sure you are able to spot problems early, work with children to improve their working memory and ensure they reach their full potential. How does the book work? Each of the following chapters includes a description of the learning difficulty (WHAT), followed by an inside look into the brain of a student with the disorder (WHERE), their unique working memory profile (WHY), and classroom strategies to support working memory (HOW). There are two types of strategies: general working memory strategies that can be applied to all students in your class, and specific working memory strategies for each learning difficulty. The final chapter (Chapter 9) provides the student with tools to empower them along their learning journey. The aim in supporting students with learning difficulties is not just to help them survive in the classroom, but to thrive as well. The strategies in the book can provide scaffolding and support that will unlock their working memory potential to boost learning. They are designed to be easily integrated within the classroom setting as a dimension of an inclusive curriculum and used in developing an individualized education program (IEP) for the student. The strategies recommended here can also complement existing programs that support a core deficit, such as a social skills program for a student with autistic spectrum disorder, or behavior modification for those with ADHD. Each chapter also includes: Try It box: Provides the reader with an opportunity to have a hands-on

understanding of the material Science Flash box: Gives the reader a snapshot of current and interesting research related to each chapter Current Debate box: Discusses a controversial issue pertaining to the disorder What's new to this edition? Watch this video Tracy Packiam Alloway is an award-winning psychologist based at the University of North Florida Ross Alloway is the CEO of Memosyne Ltd, a company that brings cutting-edge scientific research to parents.

Improving Working Memory Tracy Packiam

Alloway.2010-12-08 Your working memory is the information your brain stores for a short period of time, it is your brain's post-it note if you like, and how much information you can remember has a huge influence on how well you do at school, and beyond. By understanding a child's working memory, you will be able to support their learning at school, and their concentration. Better working memory can be particularly useful to children with conditions where poor working memory is thought to be an underlying factor. Such conditions include: dyslexia dyscalculia speech and language difficulties developmental coordination disorders (motor dyspraxia) ADHD (attention deficit hyperactivity disorder) autistic spectrum disorders This book explains how to spot problems early, and how to work with children to improve their working memory, therefore increasing their chances of success in the classroom. It also explains the theory behind working memory. Underpinned by rigorous research and written in a highly accessible style, this book will appeal to practitioners, parents and students as an essential guide to helping their students fulfil their maximum potential.

The IEP from A to Z Diane Twachtman-Cullen, Jennifer

Twachtman-Bassett.2011-03-21 A truly comprehensive, teacher- and parent-friendly guide to creating clear and effective IEPs With the skyrocketing diagnoses of ADHD, autism spectrum disorders, and related conditions in U.S. schools, there is a growing need for information on creating effective IEPs for

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exceptional students. The IEP From A to Z is a step-by-step guide showing teachers and parents how to get the right education plan in place for students with ADHD, Autism/Asperger's, Emotional/Behavioral Disturbance, and related conditions. Provides easy-to-understand explanations of the special education process along with a wealth of sample effective IEPs Explains what is most important for educators and parents to keep in mind during IEP development Provides content area-specific sample goal and objective templates, general teaching tips for maintaining the IEP, and useful resources From nationally recognized experts in the special education field, this book guides readers through the process of writing thoughtful, intelligent Individualized Education Plans that deliver high-quality, need-based educational programming to exceptional students.

Memory and Learning Disabilities .1987

Working Memory and Learning Susan Gathercole, Tracy Packiam Alloway. 2008-01-09 Dr Tracy Alloway has been awarded the prestigious Joseph Lister Award from the British Science Association. 'The authors have written a guide for practitioners that is both highly practical, and yet based upon sound theoretical principles....This book achieves a successful, yet often elusive, link between theory, research and practice, and deserves to have a high readership. I will have no hesitation in recommending it to a range of readers' - Jane Mott, Support for Learning 'This book fulfils its aim to explain working memory and the limits it places on children's classroom learning. For teachers it gives a very clear guide and fills a gap in understanding that can only lead to more child-centred approaches to teaching and learning' - Lynn Ambler, Support for Learning 'A clear and accessible account of current theory and research, which is then applied to children's learning in the classroom....The range of strategies...are well grounded in theory derived from research and sit within a coherent conceptual model' - The Psychologist 'An easy to read yet informative book that explains the concepts clearly and offers

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practitioners ways to support those with poor working memory in the classroom' - SNIP `The topic of working memory nowadays tends to dominate discussions with teachers and parents, and both groups can helpfully be directed to this easy-to-read but serious text ... (it) is likely to prove a turning-point in the management and facilitation of hard-to-teach children. In a situation muddled by ever-multiplying syndromes and disorders, this book delivers a clarifying and reassuring isolation of the major cognitive characteristic that cuts across all the boundaries and leaves the class teacher and SENCO empowered. I think very highly of the book and shall be recommending it steadily' - Martin Turner, Child Center for Evaluation and Teaching, Kuwait Susan Gathercole is winner of the British Psychological Society's President's Award for 2007 A good working memory is crucial to becoming a successful learner, yet there is very little material available in an easy-to-use format that explains the concept and offers practitioners ways to support children with poor working memory in the classroom. This book provides a coherent overview of the role played by working memory in learning during the school years, and uses theory to inform good practice. Topics covered include: - the link between working memory skills and key areas of learning (such as literacy & numeracy) - the relationship between working memory and children with developmental disorders - assessment of children for working memory deficits - strategies for supporting working memory in under-performing children This accessible guide will help SENCOs, teachers, teaching assistants, speech and language therapists and educational psychologists to understand and address working memory in their setting.

Executive Skills in Children and Adolescents Peg

Dawson, Richard Guare. 2018-06-13 More than 100,000 school practitioners and teachers (K-12) have benefited from the step-by-step guidelines and practical tools in this influential go-to resource, now revised and expanded with six new chapters. The

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third edition presents effective ways to assess students' strengths and weaknesses, create supportive instructional environments, and promote specific skills, such as organization, time management, sustained attention, and emotional control.

Strategies for individualized and classwide intervention are illustrated with vivid examples and sample scripts. In a large-size format for easy photocopying, the book includes 38 reproducible forms and handouts. Purchasers get access to a webpage where they can download and print the reproducible materials. New to This Edition *Chapter with guidance and caveats for developing individual education programs (IEPs), 504 Plans, and multi-tiered systems of support (MTSS). *Chapters on working with students with attention-deficit/hyperactivity disorder (ADHD) and autism spectrum disorder. *Three guest-authored chapters describing exemplary schoolwide applications. *More student centered-- provides a template for involving children in intervention decision making. *Fully updated with the latest developments in the field. This book is in The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas.

Real Work for Real Pay Paul Wehman.2007 'Inclusive Employment' serves to empower those with disabilities by providing an overview of the philosophies, practices, tools, and policies for developing and implementing community-based employment programs.

Special Education Design and Development Tools for School Rehabilitation Professionals Singh, Ajay, Viner, Mark, Yeh, Chia Jung.2019-12-13 Educators who work with students with disabilities have the unique challenge of providing comprehensive and quality educational experiences for students who have a wide range of abilities and levels of focus. Pedagogies and educational strategies can be applied across a student population, though they tend to have varied success. Developing adaptive teaching methods that provide quality experiences for students with varied disabilities are necessary to promote success for as many of these

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students as possible. *Special Education Design and Development Tools for School Rehabilitation Professionals* is a comprehensive research publication that examines special education practices and provides in-depth evaluations of pedagogical practices for improved educational experiences for students with disabilities. Highlighting a range of topics such as bilingual education, psychometrics, and physical education, this book is ideal for special education teachers, instructors, rehabilitation professionals, academicians, school administrators, instructional designers, curriculum developers, principals, educational software developers, researchers, and students.

Handbook of Executive Functioning Sam Goldstein, Jack A. Naglieri. 2013-11-19 Planning. Attention. Memory. Self-regulation. These and other core cognitive and behavioral operations of daily life comprise what we know as executive functioning (EF). But despite all we know, the concept has engendered multiple, often conflicting definitions and its components are sometimes loosely defined and poorly understood. The *Handbook of Executive Functioning* cuts through the confusion, analyzing both the whole and its parts in comprehensive, practical detail for scholar and clinician alike. Background chapters examine influential models of EF, tour the brain geography of the executive system and pose salient developmental questions. A section on practical implications relates early deficits in executive functioning to ADD and other disorders in children and considers autism and later-life dementias from an EF standpoint. Further chapters weigh the merits of widely used instruments for assessing executive functioning and review interventions for its enhancement, with special emphasis on children and adolescents. Featured in the *Handbook*: The development of hot and cool executive function in childhood and adolescence. A review of the use of executive function tasks in externalizing and internalizing disorders. Executive functioning as a mediator of age-related cognitive decline in adults. Treatment integrity in interventions that target

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executive function. Supporting and strengthening working memory in the classroom to enhance executive functioning. The Handbook of Executive Functioning is an essential resource for researchers, scientist-practitioners and graduate students in clinical child, school and educational psychology; child and adolescent psychiatry; neurobiology; developmental psychology; rehabilitation medicine/therapy and social work.

How Can I Remember All That? Tracy Packiam

Alloway.2019-07-18 Why can't I remember what my parents just asked me to do? Why do I feel stressed out at school when the teacher is writing on the board and talking at the same time? And what can I do about it? Working memory issues affect a huge proportion of kids with learning differences like ADHD, dyslexia, dyscalculia, and ASD. These issues can make them feel frustrated or bored, as working memory and intelligence are two very different things. Kids with working memory problems can also act out in the classroom and at home. In this child-friendly and authoritative guide, international working memory expert Dr Tracy Packiam Alloway walks you through what working memory is, what it feels like to have problems with your working memory, and what you can do about it. She presents key tips and strategies, such as the benefits of eating chocolate or of barefoot running, that will help children both at home and at school, and includes a section at the end for adults describing how we can test for working memory issues.

Research Anthology on Inclusive Practices for Educators and Administrators in Special Education Management Association,

Information Resources.2021-09-24 Inclusion in the classroom is a growing phenomenon that covers a range of areas and subjects; with prominent discussions about race, gender, sexual orientation, and age, today's world is increasingly focused on making sure education is designed so everyone can succeed. Inclusivity in special education is particularly important as special education covers a wide range of students, including those with

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physical, intellectual, and behavioral disabilities. As more research and information surrounding best practices, new technologies, and teacher education for special education is considered, it is imperative that teachers and administrators remain up to date on these innovative techniques. The Research Anthology on Inclusive Practices for Educators and Administrators in Special Education is a critical reference source that includes abundant research on all aspects of inclusion in special education as well as the latest trends, research, and studies to provide a comprehensive look at the current state of special education. Covering topics such as accessibility, educational models, teacher training, and assistive technologies, it is ideal for special education teachers, academicians, in-service teachers, pre-service teachers, professors, students, researchers, professionals, administrators, curriculum developers, instructional designers, and policymakers.

Working Memory and Language Susan E. Gathercole, Alan D. Baddeley. 2014-02-04 This book evaluates the involvement of working memory in five central aspects of language processing: vocabulary acquisition, speech production, reading development, skilled reading, and comprehension. The authors draw upon experimental, neuropsychological and developmental evidence in a wide-ranging evaluation of the contribution of two components of working memory to each aspect of language. The two components are the phonological loop, which is specialised for the processing and maintenance of verbal material, and the general-purpose processing system of the central executive. A full introduction to the application of the working memory model to normal adults, neuropsychological patients and children is provided in the two opening chapters. Non-experts within this area will find these chapters particularly useful in providing a clear statement of the current theoretical and empirical status of the working memory model. Each of the following chapters examines the involvement of working memory in one specialised

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aspect of language processing, in each case integrating the available experimental, neuropsychological and developmental evidence. The book will therefore be of direct relevance to researchers interested in both language processing and memory. Working Memory and Language is unique in that it draws together findings from normal adults, brain-damaged patients, and children. For each of these populations, working memory involvement in language processing ranging from the speech production to comprehension are evaluated. Working Memory and Language provides a comprehensive analysis of just what roles working memory does play in the processing of language.

Helping Students Remember Milton J. Dehn. 2011-09-07 A hands-on memory-training program for children and adolescents featuring dozens of practical, evidence-based memory exercises A practical workbook designed to assist students whose academic learning is suffering due to a memory deficit or ineffective utilization of their memory capabilities, Helping Students Remember provides numerous strategies and methods to strengthen memory, including chunking, organization, keyword, self-testing, pegword, loci, and mnemonics. Drawing on the author's extensive training and experience, this useful resource presents effective techniques and lessons on: How memory works Memorization methods Goals for improving memory Repetition Using cards to build memory Grouping words by category Study skills that help memory Using arithmetic to build memory Using music to remember Improving recall during tests Creating and using review sheets Picturing verbal information Using context cues Plans for using memory strategies With an accompanying CD containing all of the worksheets and word lists for reproduction, Helping Students Remember is the first workbook of its kind for general psychologists, school psychologists, and special education teachers, offering practical, easy-to-implement, and evidence-based methods for working with children with memory impairments.

Working Memory and Academic Learning Milton J.

Dehn.2011-01-04 Equipping school and child psychologists, and neuropsychologists with critical information on the role of working memory in learning and achievement, *Working Memory and Academic Learning* offers guidance on assessment tools, interventions, and current evidence-based best practices. Its specific, step-by-step guidance and hands-on case studies enables you to identify how working memory relates to academic attainment and how to apply this knowledge in professional practice.

Who Decides? Catherine A. O'Brien, William R. Black, Arnold B. Danzig.2022-04-01 Over the last quarter century, educational leadership as a field has developed a broad strand of research that engages issues of social justice, equity and diversity. This effort includes the work of many scholars who advocate for a variety of equity-oriented leadership preparation approaches. Critical scholarship in Education Administration and Educational Politics is concerned with questions of power and in various ways asks questions around who gets to decide. In this volume, we ask who decides how to organize schools around criteria of ability and/or disability and what these decisions imply for leadership in schools. In line with this broader critical tradition of inquiry, this volume seeks to interrogate policies, research and personnel preparation practices which constitute interactions, discourses, and institutions that construct and enact ability and disability within the disciplinary field of education leadership. To do so, we present contributions from multidisciplinary perspectives. The volume is organized around four themes: 1. Leadership and Dis/Ability: Ontology, Epistemology, and Intersectionalities; 2. Educational Leaders and Dis/ability: Policies in Practice; 3. Experience and Power in Schools; 4. Advocacy, Leverage, and the Preparation of School Leaders. Intertwined within each theme are chapters, which explore theoretical and conceptual themes along with chapters that focus on empirical data and narratives that

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bring personal experiences to the discussion of disabilities and to the multiple ways in which disability shapes experiences in schools. Taken as a whole, the volume covers new territory in the study of educational leadership and dis/abilities at home, school, and work.

Working Memory Challenges David Newman. 2017-03-09 A new workbook on working memory activities written by an experienced, practising speech-language clinician, who just happens to work in schools. Use these same activities to prompt memory skills in your school-age students in both elementary and middle school. Let your students learn from a school based clinician who has spent 15 years actually doing this work. The exercises within these pages are creative, school relevant and accessible to clinicians, teachers and parent and is presented in easy to follow, non-technical language. If you have students in your care with a history of oral and written language comprehension difficulty, or who have trouble learning new vocabulary and unfamiliar concepts, then they may have problems with working memory. Working memory has a crucial role to play in school-age students' ability to learn and retain new information. Targeting working memory skills can have an effect on children's memory and receptive language skills and their ability to remember and grasp important information. This workbook features...

- Highly engaging printable and photocopiable activity sheets and specific items for each activity.
- Dozens of high interest questions to prompt students' memory and receptive language skills.
- Entry, intermediate and advanced level questions that gradually become more difficult and challenging.
- An informal pre-post test to establish a baseline and rating forms to chart your students' progress.

For more information about the *Working Memory Challenges* book visit <http://www.speechlanguage-resources.com.working-memory-challenges.html>

Wrightslaw Special Education Legal Developments and Cases 2019 Peter Wright, Pamela Wright. 2020-07-10 *Wrightslaw Special Education Legal Developments and Cases 2019* is designed to make it easier for you to stay up-to-date on new cases and developments in special education law. Learn about current and emerging issues in special education law, including: * All decisions in IDEA and Section 504 ADA cases by U.S. Courts of Appeals in 2019 * How Courts of Appeals are interpreting the two 2017 decisions by the U.S. Supreme Court * Cases about discrimination in a daycare center, private schools, higher education, discrimination by licensing boards in national testing, damages, higher standards for IEPs and least restrictive environment * Tutorial about how to find relevant state and federal cases using your unique search terms

Smart But Scattered Peg Dawson, Richard Guare. 2009-01-01 Presents advice for parents of children who lack basic executive skills, providing strategies to help children become organized, increase concentration, follow instructions, be persistent, and complete homework and chores on time.

The Executive Function Guidebook Roberta Strosnider, Valerie Saxton Sharpe. 2019-03-22 Teach some of the most important skills your students will ever need! Executive function skills—including self-regulation, focus, planning, and time-management—are essential to student success, but they must be taught and practiced. This unique guidebook provides a flexible seven-step model, incorporating UDL principles and the use of metacognition, for making executive-function training part of your classroom routine at any grade level. Features include: Descriptions of each skill and its impact on learning Examples of instructional steps to assist students as they set goals and work to achieve success. Strategies coded by competency and age/grade level Authentic snapshots and “think about” sections Templates for personalized goal-setting, data collection, and success plans Accompanying strategy cards

10 Tips to Improve Your Child's Working Memory Kenny Borgas.2019-03-15 A practical guide for parents and educators who work with children who have learning disabilities, reading problems, or have difficulty remembering facts and information. 10 Tips to Improve Your Child's Working Memory was written by a National Certified School Psychologist (NCSP). School Psychologists are tasked with assessing and diagnosing learning problems. The assessment process itself involves the use of standardized instruments designed to assess various cognitive skills and academic areas. Through this process, skills that are both strong and weak are identified at which time, strategies and interventions can be designed and implemented. The information contained in this book is the result of the assessment process, as well as empirical research outcomes. The suggestions are easy to follow and provide the reader with a solid foundation into working memory and its association with the learning process. It is a must have for any person who works with students of all ages who are experiencing academic difficulties. The paperback edition includes all information in the Kindle version, as well as additional information on children who are considered English Language Learners (ELL) and offers strategies that facilitate learning English as a Second Language (ESL). There is also additional information included on children who exhibit impulsive behaviors. Readers will find the paperback edition of 10 Tips to Improve Your Child's Working Memory as a valuable resource that will assist in the identification and remediation of working memory problems. The addition of information of ELL students and students who display impulsive behaviors help complement and already comprehensive book.

Occupational Therapy Examination Review Guide Caryn R Johnson,Tina DeAngelis,Mary Muhlenhaupt.2015-05-27 Rely on the guide that has helped thousands of students pass their exams with exactly the practice they need. The 4th Edition mirrors the latest NBCOT exam blueprint and the question formats—multiple-

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choice and simulation at the difficulty level and in the decision-making style of the actual exam. More than 1,000 questions in five practice exams help you identify your strengths and weaknesses while you improve your test-taking performance.

The Adult Speech Therapy Workbook Chung Hwa

Brewer.2021-04 THE ADULT SPEECH THERAPY WORKBOOK is your go-to resource for handouts and worksheets. It was designed for speech therapists new to adult speech therapy and covers the most common diagnoses and disorders across all adult speech therapy settings, from hospitals, to skilled nursing facilities, to home health. This workbook is packed with over 580 pages of practical, evidenced-based treatment material.

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