INTRODUCTION

This journal self study explores the nature of working memory and its relationship to language and learning. The articles – from a recently published Language, Speech, and Hearing Services in Schools clinical forum – discuss working memory and how it relates to language development; executive functions and working memory as they relate to bilingualism, math, and decoding; and practical assessment and treatment strategies related to working memory and language. Clinicians can use this research to improve their assessment and intervention processes to help students with memory deficits succeed.

LEARNING OUTCOMES

You will be able to:

- Discuss different models and theories of working memory
- Explain the relationship between working memory and language
- Discuss how working memory may affect auditory processing
- Describe issues related to assessing working memory
- Explain ways to integrate interventions that target working memory into treatment for language deficits

CONTENTS

Introduction to the Clinical Forum: Working Memory in School-Age Children, by Ronald B. Gillam (not for CE credit) ................................................................. CE-1

Theories of Working Memory: Differences in Definition, Degree of Modularity, Role of Attention, and Purpose, by Eryn J. Adams, Anh T. Nguyen, and Nelson Cowan ........................................................................ CE-4

Do Bilingual Children Have an Executive Function Advantage? Results From Inhibition, Shifting, and Updating Tasks, by Genesis D. Arizmendi, Mary Alt, Shelley Gray, Tiffany P. Hogan, Samuel Green, and Nelson Cowan ...... CE-20

Math Difficulties and Working Memory Growth in English Language Learner Children: Does Bilingual Proficiency Play a Significant Role?, by H. Lee Swanson, Jennifer Kong, and Stefania Petcu ..................................................... CE-43

Decoding: It's Not All About the Letters, by Katie E. Squires ......................... CE-59

Working Memory and Auditory Processing in School-Age Children, by Beula M. Magimairaj and Naveen K. Nagaraj ................................................................. CE-73

The Reciprocal Influences of Working Memory and Linguistic Knowledge on Language Performance: Considerations for the Assessment of Children With Developmental Language Disorder, by Lisa M. D. Archibald ......................... CE-88

ASHA Self-Study 3400
Working Memory in School-Age Children

Pull the Andon Rope on Working Memory Capacity Interventions Until We Know More, by Sandra Gillam, Sarai Holbrook, Jamie Mecham, and Daylene Weller.................................................................CE-98

Wait…What?? Guiding Intervention Principles for Students With Verbal Working Memory Limitations, by Bonnie D. Singer and Anthony S. Bashir.........................CE-113

PROGRAM HISTORY and IMPORTANT INFORMATION

Articles originally published in Language, Speech, and Hearing Services in Schools

Start date: September 25, 2018
End date: September 25, 2021

To earn continuing education credit, you must complete the test with a passing score on or before September 25, 2021.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 0.95 ASHA CEUs (Intermediate level, Professional area).

STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006

ASHA Self-Study 3400