

Working Memory and Neurodevelopmental Disorders

Edited by

**Tracy Packiam Alloway and
Susan E. Gathercole**



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Working Memory And Neurodevelopmental Disorders

Tahir Saeed

Working Memory And Neurodevelopmental Disorders:

Working Memory and Neurodevelopmental Disorders Tracy Packiam Alloway, Susan E. Gathercole, 2012-08-06 This comprehensive text summarises the working memory profiles of individuals with a range of neurodevelopmental disorders and identifies means of alleviating the anticipated learning difficulties of children with working memory deficits *Working Memory and Clinical Developmental Disorders* Tracy Packiam Alloway, 2018-03-19 This comprehensive volume brings together international experts involved in applying and developing understanding of Working Memory in the context of a variety of neurodevelopmental disorders neurocognitive disorders and depressive disorders Each chapter provides a description of the disorder and investigates the Working Memory and related Executive Function deficits It goes on to provide a neurological profile before exploring the impact of the disorder in daily functions the current debates related to this disorder and the potential effects of medication and intervention Through combining coverage of theoretical understanding methods of assessment and different evidence based intervention programs the book supports clinical assessment and management of poor Working Memory It is essential reading for students in neurodevelopmental disorders atypical development and developmental psychopathology as well as allied health professionals clinicians and those working with children in education and healthcare settings

Working Memory and Clinical Developmental Disorders Tracy Packiam Alloway, 2018-03-19 This comprehensive volume brings together international experts involved in applying and developing understanding of Working Memory in the context of a variety of neurodevelopmental disorders neurocognitive disorders and depressive disorders Each chapter provides a description of the disorder and investigates the Working Memory and related Executive Function deficits It goes on to provide a neurological profile before exploring the impact of the disorder in daily functions the current debates related to this disorder and the potential effects of medication and intervention Through combining coverage of theoretical understanding methods of assessment and different evidence based intervention programs the book supports clinical assessment and management of poor Working Memory It is essential reading for students in neurodevelopmental disorders atypical development and developmental psychopathology as well as allied health professionals clinicians and those working with children in education and healthcare settings

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?

A Comparative Study of Working Memory in Children with Neurodevelopmental Disorders Tahir Saeed, 2011 *Cognitive Neuroscience Society ... Annual Meeting Abstract Program* Cognitive Neuroscience Society. Meeting, 2009

New Research on Short-term

Memory Noah B. Johansen, 2008 Short term memory sometimes referred to as primary working or active memory is said to hold a small amount of information for about 20 seconds. Estimates of short term memory capacity vary from about 3 or 4 elements i.e. words, digits or letters to about 9 elements. A commonly cited capacity is 7-2 elements. In contrast long term memory indefinitely stores a seemingly unlimited amount of information. Short term memory can be described as the capacity or capacities for holding in mind in an active, highly available state a small amount of information. The information held in short term memory may be recently processed sensory input items recently retrieved from long term memory or the result of recent mental processing although that is more generally related to the concept of working memory. This book presents the latest research in the field from around the world.

Verbal Working Memory Development and the Cerebro-cerebellar System Elizabeth Doyle O'Hare, 2008

Increased Inhibition Within Frontal Corticostriatal Networks Underlies Working Memory Impairments in a Mouse Model of Neurofibromatosis Type 1 Carrie Shlyansky, 2009 *Working Memory Components as Predictors of Children's Mathematical Word Problem Solving Processes* Xinhua Zheng, 2009

Teaching Students with Dyslexia and Dysgraphia Virginia Wise Berninger, Beverly J. Wolf, 2009 The only teacher training text to cover the three learning disabilities that require differentiated instruction dysgraphia, dyslexia and oral and written language learning disability this book prepares educators to teach students with learning difference.

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 **Developmental-behavioral Pediatrics** Melvin D. Levine, William B. Carey, Allen C. Crocker, 1992 Provides practical advice regarding the evaluation and management of disorders of behaviour and development as they confront clinicians in everyday practice **Bibliographic Index**, 2007

Visual and Verbal Learning in a Genetic Metabolic Disorder Amy Michelle Schatz,2002 The current study examined the hypothesized discrepancy between visual and verbal learning in individuals with cystinosis a genetic metabolic disorder in which subtle visual spatial impairments have been observed Visual and verbal learning in cystinosis were examined in the following three studies The goal of Study I was to provide a normative database and establish the reliability and validity of a new test of visual learning and memory Visual Learning and Memory Test VLMT that was modeled after a widely used test of verbal learning and memory California Verbal Learning Test CVLT One hundred seventy two neurologically intact individuals aged 5 years through 50 years were administered the VLMT and the CVLT Normative data were collected and the results suggested that the VLMT is a reliable and valid new measure of visual learning and memory The aim of Study II was to examine visual and verbal learning and memory performances in individuals with cystinosis Thirty seven individuals with cystinosis and 37 matched controls were administered the VLMT and the CVLT Individuals with cystinosis performed at a lower level than controls on almost all indices of visual learning and memory while no differences were found between the groups on the verbal measure Examination of the results on the VLMT indicated that the visual learning impairment in cystinosis may result from a deficit in speeded visual information processing Study III aimed to remediate the observed visual learning and memory deficit by implementing an intervention that increased the processing time for visual stimuli Fifteen individuals with cystinosis were administered a version of the VLMT in which the stimuli were exposed for 3 seconds rather than 1 second Fifteen matched controls were administered the 1 second version of the VLMT The results of Study III indicated that by increasing the exposure time for each visual stimulus individuals with cystinosis were able to perform at the same level as control subjects This is the first study to demonstrate impaired visual learning and spared verbal learning in individuals with cystinosis These results may provide the foundation for designing cognitive interventions and have implications for a greater understanding of gene behavior relationships

Neuroscience of Cognitive Development Charles A. Nelson,Michelle D. H. de Haan,Kathleen M. Thomas,2006-04-21 A new understanding of cognitive development from the perspective of neuroscience This book provides a state of the art understanding of the neural bases of cognitive development Although the field of developmental cognitive neuroscience is still in its infancy the authors effectively demonstrate that our understanding of cognitive development is and will be vastly improved as the mechanisms underlying development are elucidated The authors begin by establishing the value of considering neuroscience in order to understand child development and then provide an overview of brain development They include a critical discussion of experience dependent changes in the brain The authors explore whether the mechanisms underlying developmental plasticity differ from those underlying adult plasticity and more fundamentally what distinguishes plasticity from development Having armed the reader with key neuroscience basics the book begins its examination of the neural bases of cognitive development by examining the methods employed by professionals in developmental cognitive neuroscience Following a brief historical overview the authors discuss

behavioral anatomic metabolic and electrophysiological methods Finally the book explores specific content areas focusing on those areas where there is a significant body of knowledge on the neural underpinnings of cognitive development including Declarative and non declarative memory and learning Spatial cognition Object recognition Social cognition Speech and language development Attention development For cognitive and developmental psychologists as well as students in developmental psychology neuroscience and cognitive development the authors view of behavioral development from the perspective of neuroscience sheds new light on the mechanisms that underlie how the brain functions and how a child learns and behaves **Linguistics and Language Behavior Abstracts** ,2009-04 Alcohol-related Cognitive Disorders Leo

Sher,2009 This book discusses the different mental and physical aspects of alcohol abuse including prenatal foetal intoxication It explores the many types of social behaviour affected by the excessive use of alcohol and the physical repercussions of this syndrome It covers a vast variety of alcohol related conditions by many select consultants in this field Alcohol addiction is one of the major disorders encompassing society world round Its devastating effect on social stability and inter personal relationships requires aggressive treatment and new ways to evoke the eventual success of sobriety A book of this magnitude should prove helpful to students laymen and professionals in the medical and mental health field

Neurocognitive Functioning and Repetitive Behavior in Children with Autism Spectrum Disorder Suzanne Linda Macari,2003 **Neuropsychiatry and Behavioral Neurology: Principles and Practice** David Silbersweig,Laura T. Safar,Kirk R. Daffner,2020-10-06 A comprehensive full color guide to the principles and practice of neuropsychiatry and behavioral neurology A primary resource in the field A Doody's Core Title for 2024 neuropsychiatric and behavioral neurology assessments and treatments and neurobehavioral neuropsychiatric syndromes and disorders Neuropsychiatry and Behavioral Neurology includes A definitive introductory chapter on the neuroanatomy of cognitive and behavioral neuroscience Chapters on the neurocircuitry of emotions and cognition Chapters on neuropsychiatric assessment methods and therapeutics including pharmacology and neurostimulation modalities Chapters on neurobehavioral and neuropsychiatric syndromes as well as on neuropsychiatric aspects of different neurological and medical diseases Numerous full color illustrations of brain anatomy High resolution brain CT and MRI scans Summaries and key points patient cases and multiple choice questions with annotated answers Evidence based updates combined with clinical guidance from master academic clinician Whether you're a trainee recent graduate seasoned practicing clinician or investigator interested in linking basic neuroscience research to clinical care you'll find everything you need to determine the neurobiological origins of alterations in emotion cognition and behavior contextualize the illness to emphasize the role of underlying brain circuitry develop informed differential diagnoses and plan and implement the most effective treatment strategies This text meets the curriculum requirements needed to prepare for board certification in Behavioral Neurology and Neuropsychiatry

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