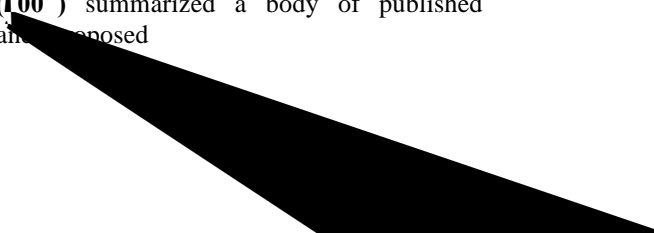


breakdown was a direct result of WM burden. Matching of participants with typical peers (i.e., peers without WMI) and a comparison of performance could have resolved some of this ambiguity.

Results included important observations about participation in classroom activities and tendencies toward task simplification. Memory-related failures were found to occur most frequently in numeracy and literacy activities. Recommended strategies to support learning in the face of WMI included ensured remembrance of instructions, use of external memory aids, and reduction of processing load. Salient discussions of strategy application were provided, but there was no clarity about which strategies were derived from the observational data and which strategies were derived from the synthesis of literature.

This study reports clinically useful information with broad application, but the reporting of the research methods is incomplete. The data suggest the emergence of an important classroom profile for WMI. The extent to which the instructional and support strategies can be tied to direct classroom observation is unclear.

(100) summarized a body of published literature and proposed



environmental strategies available to them, such as access to a quiet room: “So he says he needs a quiet place to work, but then I go in there and he’s fooling around...But now he’s tending to take it for granted and abuse it a little bit.”

Another common theme to arise in the interviews was the perception of inflexible or careless student behaviour: “He kind of hears what he wants to hear and he has an idea of what he’s going to do, and then he just does what he wants to do.” Teachers also recognized that learning challenges directly precipitated classroom behaviours, such as exiting the classroom, premature termination of tasks, tantrum behaviours, and

understanding of the behaviour that children with SLI display. Such understanding may help to generate alternatives to the underlying assumption that children with SLI are not “trying” hard enough. SLPs might also be well-positioned to help general education teachers understand how and why math and language deficits might be expected to co-occur in children who meet the criteria for SLI.

The sheer variety of instructional strategies reported in study 2 suggests that general education teachers are familiar with many ways of differentiating instruction. SLPs might be able to help teachers identify criteria for choosing specific strategies to support specific deficits or task challenges. They might also be able to work with these teachers to implement an evaluation protocol that permits periodic check-in of the resources and energies that are being invested in instructional differentiation. Finally, SLPs could support the training of students in strategy use such that students might be better equipped to initiate use of these strategies independently.

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