

Research Partners

This five-year research project is funded by the National Institutes of Health—National Institute on Deafness and other Communication Disorders.

Our research partnership is headed by principal investigator **Dr. Shelley Gray**, Professor in the Department of Speech and Hearing Science at Arizona State University. Co-Investigators are **Dr. Mary Alt**, Associate Professor from the Department of Speech, Language, and Hearing Sciences at the University of Arizona, **Dr. Nelson Cowan**, Professor of Psychology from the University of Missouri—Columbia, and consultant **Dr. Tiffany Hogan** from Massachusetts General Hospital Institute of Health Professions.



POWER
Profiles of Working Memory
for Educational Research

Benefits

EDUCATIONAL ORGANIZATIONS

Participating organizations are acknowledged in published research articles and receive a yearly report detailing the number of participants and research findings.

CHILDREN

Children enjoy the educational games presented during the research. To thank children for their participation they receive \$50 each year they participate

SCHOOLS

To thank schools for their participation and for use of their space each classroom receives \$20 in educational materials (selected by teachers) with an additional \$10 if 10 or more children return consents.

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THE UNIVERSITY OF ARIZONA
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Join Our Research Team!



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Purpose of the Study

Working memory, the ability to integrate and hold incoming information in mind, is a key predictor of academic achievement. In a previous study we developed a game-based assessment of working memory and tested it in second graders with typical development, language impairment, dyslexia, and language impairment + dyslexia. Results showed that the working memory profiles of children did not depend on their developmental disability. Instead, each child had different working memory strengths and weaknesses.

In this new study we are following children longitudinally from kindergarten through 6th grade to learn how working memory develops and how it impacts academic learning. We are also developing norms for the working memory battery so that we can share it with educators.

We will recruit two cohorts of children. The first will begin in kindergarten and we will assess them each year through 4th grade. The second cohort will begin in 3rd grade and we will assess them through 6th grade. Children with typical development who speak English as their primary language, children with dyslexia, children with language impairment, and children with dyslexia + language impairment will be included.

How to Participate!

WHO: Kindergarteners (ages 5-6) or 3rd graders (ages 8-9) who have not repeated a grade and who speak fluent English.

HOW:

1. Complete the consent form by going to the web address below
2. If your child qualifies you will be contacted to schedule a time for them to complete the assessments/pirate games (Over the course of 3 days, about 1-1.5 hours each)
3. After every year of completing the tests and games, your child will earn \$50

www.is.gd/powerconsent

Complete the consent form for a chance to participate!



ARRGH! Research is a lot of fun, mateys!

Children will earn treasure to spend on their own pirate as they complete the memory games on each island.



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