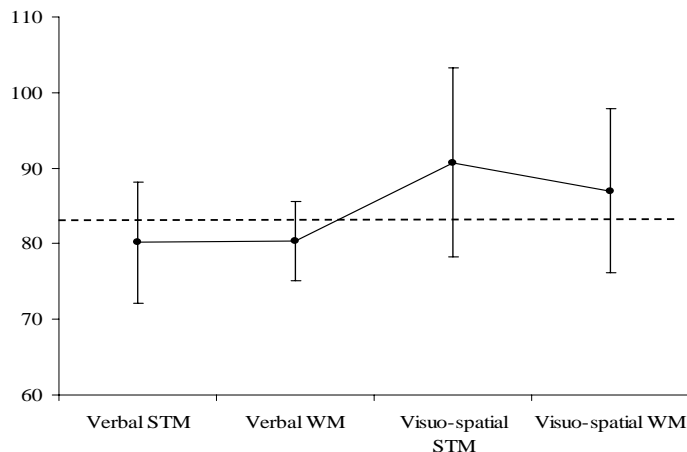


AWMA & Developmental disorders

The AWMA has also been used in children with Dyslexia, Specific Language Impairments, Developmental Coordination Disorder, Attention Deficit and Hyperactive Disorder, Developmental Dyscalculia, and Autistic Spectrum Disorder. It provides a useful ‘snapshot’ of how their impairments and memory skills impact learning (Alloway et al., 2008c).

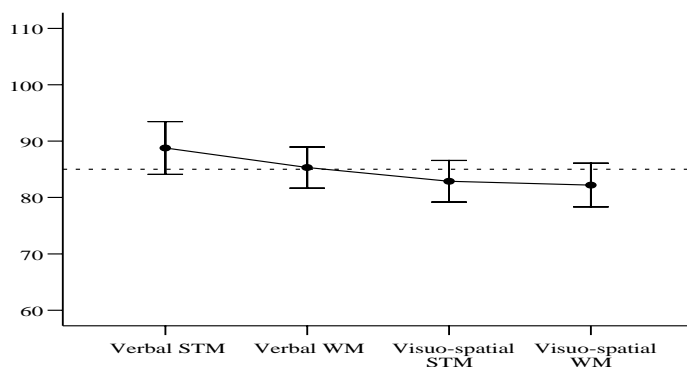
Specific Language Impairment (SLI)

SLI is associated with selective deficits in verbal short-term and working memory (Archibald & Gathercole, 2006).



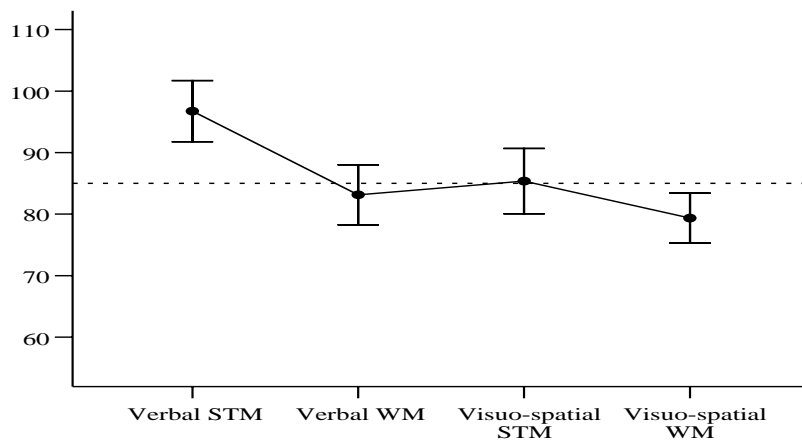
Developmental Coordination Disorder (DCD)

DCD is associated with selective deficits in visuo-spatial short-term and working memory (Alloway, 2007).



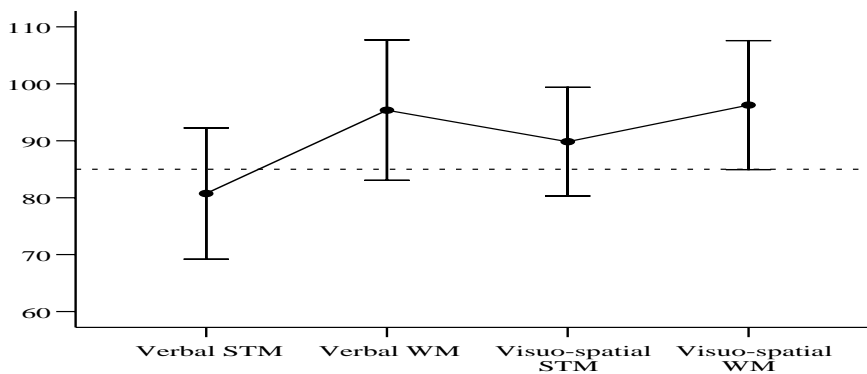
ADHD

Children with ADHD have both verbal and visuo-spatial working memory, with intact short-term memory skills.



Asperger Syndrome (AS)

In a group of high-functioning AS children, poor performance was specific to verbal short-term memory tasks, with scores in the typical range for verbal working memory and visuo-spatial memory tasks.



Application

The practical implications of these findings are that educators have access to a tool to facilitate identification of poor working memory skills in children. The AWMA provides a detailed profile of working memory skills necessary for targeting early intervention strategies. It is convenient for teachers as it requires minimal training for administration: test scores are calculated automatically by the computer programme and the child's profile is generated upon completion.