home. Statistical analysis revealed statistically significant differences between the experimental and control groups, and that highly portable SMT was found to improve attention and concentration, short-term memory, communication ability, and functional living for 22 of the 30 subjects participating in the study.

Cohen, M. J., Ledbetter, M., Vaughn, M., & Benavides, D. C.
Learning and Memory Performance of Children with Reading Disability on the Children’s Memory Scale.
This study was conducted in order to examine the learning and memory performance of children with learning disability in reading on the Children's Memory Scale (Cohen, 1997). The sample consisted of 73 children who were diagnosed and placed as learning disabled according to the State Department of Education/Special education criteria for the child's home state, and 72 matched controls from the CMS standardization sample. In addition, each child was required to have normal vision and hearing and a WISC-III VIQ, PIQ, or FSIQ of >85. Finally, children in this sample could not exhibit any co-occurring psychopathology such as ADHD or have any previously diagnosed neurological disorder. Chi-Square and ANOVA indicated that the groups did not significantly (p > .05) differ on the demographic variables of age, race, gender, or parent education level. ANOVA across the eight CMS core battery indices revealed that group performance significantly differed (p’s < .009) on all but one index (Visual Immediate) with differences of approximately 1 standard deviation in most cases. It should be noted that consistent with the dyslexia subtyping literature, the greatest differences occurred between the verbal as opposed to the visual memory indices. Further, an identical pattern of performance was obtained at the subtest level. In a follow-up analysis, the reading disabled subjects were further subdivided into two groups. Group 1 consisted of children with VIQ > PIQ by 12 or more points (N = 9) and group 2 consisted of children with PIQ > VIQ by 12 or more points (N = 15). ANOVA indicated no significant between-group differences due to small sample size. However, a trend in the expected direction was evident with Group 1 demonstrating higher performance on verbal memory indices and Group 2 demonstrating higher performance on visual memory indices. The results of this study lend support for the clinical sensitivity/utility of the CMS in the assessment of children with learning disabilities.

Cox, C., Denckla, M. B., Mostofsky, S., Kenworthy, L., Scanlon, D., & Vellutino, F.
Response to Reading Remediation: The Role of One Aspect of Executive Function.
Co-incidence of language based learning disabilities and deficits in executive functions is commonly observed in clinical populations and is consistent with the anatomical proximity of the structures supporting these functions in the brain (Lezak, 1995). In this investigation, we asked whether intact executive functions are important in overcoming a phonologically-based reading disability. We compared 25 children who remained poor readers in spite of intensive tutoring in first grade, to 12 children who improved with tutoring (IR), and 12 normal readers (NR), to examine whether their scores on three Rey Osterrieth Complex Figure (ROCF) conditions varied with the capacity to profit from reading remediation. Groups were matched on gender, age, and performance IQ. Although all three groups copied the ROCF with comparable accuracy (Taylor 36-point scoring system), the reading remediation resistant children (RR) organized their copies significantly less well (Developmental Scoring System by Holmes Bernstein and Waber) than those who benefited from tutoring and the normal readers, both of which performed comparably. Furthermore, the RR children recalled significantly fewer elements after a delay and organized these significantly less well than the improved and the normal read-