SHORT PAPER


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ABSTRACT

In this article, we reviewed several topics related to working memory training for children with intellectual disabilities (ID). Working memory is the memory system that underpins our capacity to “keep things in mind” when performing complex tasks (Baddeley, 2009). We reviewed working memory features in children with ID at the outset. Several studies revealed that difficulties on the working memory system were frequently occurring problems in children with ID, especially with respect to the phonological short-term memory. The few studies on the working memory training for children with ID were also reviewed. Different training methods were used in each training study, such as complex span task training and overt cumulative rehearsal training. The working memory training for children with ID gives near-transfer effects, while far-transfer effects do not seem to clearly occur. Feasibilities about the adaptation to the education for children with ID were discussed.

<Key-words>
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