Is the Success of Problem Solving for Children with Math Disabilities Related to Working Memory Capacity?

Guest Lecture by H. Lee Swanson  
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Abstract: This presentation will cover previous and current work on the relationship between working memory, problem solving, and mathematics disabilities funded by Institute for Education Science: Area of Cognition and Student Learning. Reviewed will be longitudinal work on cognition and mathematics disabilities with students in elementary school (grades 1 through 5). Also presented is recent intervention work with elementary school children that links working memory capacity as a moderator variable to cognitive strategy training outcomes, specifically in the areas of remediating problem solving deficits for children with mathematics disabilities.

H. Lee Swanson, Ph.D., holds an endowed chair and the rank of Distinguished Professor in Educational Psychology at UCR. He was previously a professor in the Department of Educational Psychology/School Psychology at the University of British Columbia. He did his postdoctoral work at UCLA and Ph.D. work at University of New Mexico. He has received research awards from AERA American Educational Research Association and the International Academy for Research in Learning Disabilities. He is currently Editor-in-Chief of the Journal of Learning Disabilities. His primary research interests are intelligence, memory, mathematics, reading, and dynamic assessment as they apply to children with learning disabilities.