

The effect of Shaw's Method on working memory of students with Borderline Intellectual Functioning (BIF)

- **Marzie Torabi**, Ph.D In Psycholog, M.A. Student, Isfahan, Iran
- **Ahmad Abedi ***, PhD of Psychology, Associate Professor, Department of Psychology and Education of Children with Special Needs, Faculty of Education and Psychology, University of Isfahan, Isfahan, Iran
- **Salar Faramarzi**, PhD of Psychology, Associate Professor, Department of Psychology and Education of Children with Special Needs, Faculty of Education and Psychology, University of Isfahan, Isfahan, Iran

Abstract

Objective: The purpose of this research was to investigate the effectiveness of Shaw's method to enhance working memory of first-grade students with Borderline Intellectual Functioning

Method: A single subject method with multiple baseline design (MBD) research methodology was used. In this regard, among the first grade elementary school students in Isfahan in 2015–2017, four students with Borderline Intellectual Functioning were selected through available sampling. Data were collected using the Wechsler Fourth Intelligence Scale (WISC-IV) and clinical interviews. Students with Borderline Intellectual Functioning were placed in a 16-session (one 40-minute session per week) in Shaw's method. Data were analyzed by using visual analysis.

Results: The data analysis showed that Shaw's method is significantly effective in increasing working memory of students with Borderline Intellectual Functioning.

Conclusion: Shaw's method can be combined with other methods to improve working memory of students with Borderline Intellectual Functioning and can be used in teaching and rehabilitation of such students.

Key words: Borderline Intellectual Functioning, Working Memory, Shaw's Method

* E-mail: a.abedi@edu.ui.ac.ir