

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

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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

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