

References

- Adams, W., & Sheslow, W. (2003). *Wide range assessment of memory and learning* (2nd ed.). Wilmington, DE: Wide Range.
- Allen, A. (2002). *Getting things done: The art of stress-free productivity*. New York, NY: Penguin Books.
- American Speech-Language-Hearing Association (ASHA). (2004). *Preferred practice patterns for the profession of speech-language pathology* [Preferred Practice Patterns]. Retrieved June 15, 2009, from www.asha.org/policy
- Baddeley, A. D. (1997). *ADHD and the nature of self-control*. New York, NY: Guilford Press.
- Baddeley, A., Eysenck, M. W., & Anderson, M. C. (2009). *Memory*. New York, NY: Psychology Press.
- Bahrick, H. P. (2000). Long-term maintenance of knowledge. In E. Tulving & F. I. M. Craik (Eds.), *The Oxford handbook of memory* (pp. 347–362). New York, NY: Oxford University Press.
- Brown, P. C., Roediger III, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Cambridge, MA: The Belknap Press of Harvard University Press.
- Dehn, M. J. (2011). *Helping students remember exercises and strategies to strengthen memory*. Hoboken, NJ: John Wiley & Sons.
- Dehn, M. J. (2015). *Essentials of working memory assessment and intervention*. Hoboken, NJ: John Wiley & Sons.
- Fava, M. (Ed.). (2015). Six ways to shrink-proof your brain. *Massachusetts General Hospital Mind, Mood and Memory*, 11(10), 1–7.
- Karpicke, J. D., & Roediger, H. L., III (2007). Expanding retrieval practice promotes short-term retention, but equally spaced retrieval enhances long-term retention. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 33, 704–719.
- Laurgaard, R. (1989). *Patty Reed's doll: The story of the Donner party*. Davis, CA: Tomato Enterprises.
- Levine, M. (2002). *A mind at a time*. New York, NY: Simon & Schuster.
- Levitin, D. L. (2014). *The organized mind: Thinking straight in the age of information overload*. New York, NY: Penguin Group.
- Reynolds, C. R., & Voress, J. K. (2007). *Test of memory and learning* (2nd ed.). Austin, TX: PRO-ED.
- Ritchie, D., & Karge, B. D. (1996) Making information memorable: Enhanced knowledge retention and recall through the elaboration process. *Preventing School Failure*, 41, 28–33.
- Royal College of Speech & Language Therapists (RCSLT). (2005). *RCSLT clinical guidelines*. Retrieved June 15, 2009, from www.rcslt.org/resources/clinicalguidelines
- Schrank, F. A., McGrew, K. S., & Mather, N. (2014). *Woodcock-Johnson IV tests of cognitive abilities*. Rolling Meadows, IL: Riverside.
- Schwartz, D., Tsang, J., & Blair, K. (2016). *The ABCs of how we learn*. New York, NY: W. W. Norton & Company.
- Sherman, E. M., & Brooks, B. L. (2015). *Child and adolescent memory profile*. Lutz, FL: Psychological Assessment Resources.
- Weschler, D. (2008). *Weschler adult intelligence scale* (4th ed.). San Antonio, TX: Pearson.
- Weschler, D. (2014). *Weschler intelligence scale for children* (5th ed.). Bloomington, MN: Pearson.