



Short-term and Working Memory in Children with Impaired Vision

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Abstract

The major aim of the paper is to present an overview of research which suggests that blind and visually impaired students can outperform sighted individuals in tasks requiring verbal short-term memory and working memory. Thereafter, some possible implications of these findings for the educational strategies used by teachers who work with visually impaired children will be offered. It is well known that in order to optimize an outcome of any educational process, the influence not only has to be adjusted to the limits of a certain group of students, but should also consider the strengths of this particular group. Teaching blind or visually impaired children is a challenge getting teachers to search for effective strategies adjusting and improving the process of educating. However, as it was stated before, these strategies should take into account not only lacks but also cognitive strengths of the discussed group of students. Recent studies have shown that one of the cognitive competences of blind and visually impaired children may be connected with the verbal short-term memory and probably working memory as well. What is more, some research suggests that blind children can even outperform sighted individuals in tasks requiring verbal short-term memory and the related part of the mechanism of working memory. This article will summarize and analyze some studies aimed at investigating the specificity of memory in a group of blind and visually impaired children. Finally, practical conclusions will be presented on how teachers could benefit from this knowledge when educating students with impaired vision.