



# Long-Term Memory Problems in Children and Adolescents: Assessment, Intervention, and Effective Instruction

*Milton J. Dehn*

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“This book will be a valuable resource for psychologists and educators who work with children or adolescents who are having difficulties with memory and learning. Translating theory and research into practice is a talent that Dr. Dehn possesses and we will benefit from his professional skills.”

— From the Foreword by **Daniel C. Miller**, PhD, ABPP, ABSNP, NCSP

**An indispensable guide that examines the effect of long-term memory functions on children's learning**

*Long-Term Memory Problems in Children and Adolescents: Assessment, Intervention, and Effective Instruction* is the first book of its kind for psychologists, school psychologists, and special education teachers who need an overview of long-term memory as it relates to learning and education. It presents the best practices for assessing long-term memory functions, as well as selecting and using evidence-based instructional practices with memory-impaired students.

This useful and timely guide bridges theory and practice to provide professional guidance with coverage of:

- Risk factors that can lead to long-term memory impairments
- How long-term memory relates to other types of memory
- The subcomponents and processes of long-term memory and how they relate to academic achievement
- What is known about the neuroanatomy of how memories are formed
- The developmental trajectory of memory and learning
- Common types of memory dysfunction
- Memory assessment strategies, interventions for memory problems, and instructional practices that support memory

Author Milton Dehn draws on his extensive experience as a trainer and workshop presenter, school psychologist, and educator to present both the theory and research on long-term memory in children and adolescents in this book. Specific step-by-step guidance and hands-on case studies enable professionals to identify how memory can be assessed as well as the interventions that can be linked to the results of the assessment.



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