

Table 1. Article Reviews

Reference	Design	Population	Intervention Design	Memory Strategies Used	Results
Ebert & Kohnert (2009)	multiple single-case design	Two children with primary language impairment	Sixteen 90-minute sessions over 4 weeks. Four activities for 20 minutes each. Baseline, processing-speed tasks: choice visual detection and rapid automatic naming. Baseline, auditory memory tasks: auditory pattern matching and nonword repetition.	Specialized computer software	Improved performance on expressive language tests following treatment. Slight improvements in nonword repetition and rapid automatic naming.
Wener & Archibald (2011)	multiple single-case design	Nine 7- to 9-year-old children [3 language impairment (LI), 2 working memory impairment (WMI), 4 LI and WMI]	Two 4-week intervention periods with focus on verbal or visual strategies. Three probe tasks: picture recall, sentence formulation, and geometric puzzle completion. Pre- and post-language and WM testing, and 4 months post.	Verbal/linguistic: Connecting ideas with linking words, subvocal rehearsal, modeling, verbal rehearsal. Visuospatial/memory: mental pictures, drawing pictures to review before retell.	Verbally focused treatment improved performance on picture recall. Visual focus improved geometric puzzle. Children with WMI improved on WM measures. Children with LI improved on grammatical measures.
Bragard, Schelstraete, Snyers, & James (2012)	multiple single-case design	Four Belgian, French-speaking children, ages 9:6–13:9 with specific language impairment (SLI) and word-finding difficulties (WFD)	Received 6 individual sessions over the course of 2 weeks with 15 minutes of phonological intervention (Phase 1: phoneme segmentation and Phase 2: recall of first phoneme in the words) and 15 minutes of semantic intervention (Phase 1: semantic association and Phase 2: definitions).	Providing visual support to help make associations with phonemes in a word; self-cueing; supplying the grapheme to stimulate recall of a phoneme; providing semantic clues.	All participants improved on phoneme segmentation but not in recall of first phoneme. Improvements in associations and defining words. Three of the 4 children exhibited reduction in WFDs. Results were maintained in 6 months follow-up for the treated words. No generalization occurred for untrained words.
Park, Ritter, Lombardino, Wiseheart, & Sherman (2014)	group design	50 school-aged children with SLI and word-reading deficits; 25 experimental, 25 control group	Both groups received four 1-hour language intervention sessions. Experimental group received an extra 20 minutes of PA intervention every day.	Teaching phonological awareness within the contexts of meaningful text; working in a developmental order on easy to difficult tasks; breaking up tasks into identification and then production.	Experimental group outperformed control on all verbal working memory measures. Strongest effects on digit recall and word list recall.