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# Brief memory strategy training that enhances beliefs promotes near transfer

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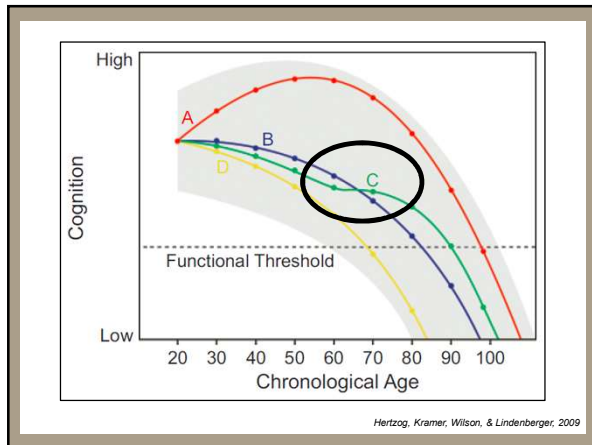
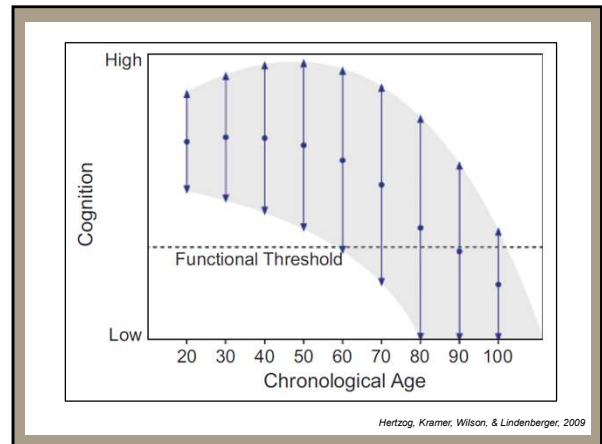
## Brief Memory Strategy Training that Enhances Beliefs and Promotes Near Transfer

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*No conflicts of interest to disclose.*

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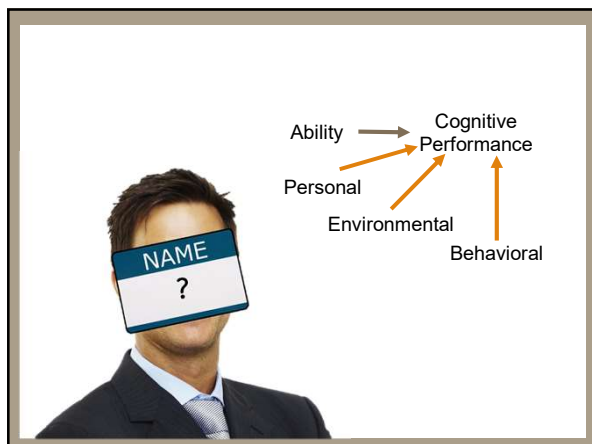
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### Memory training

- ★ Strategy use for episodic memory
  - ◆ One or more strategies
  - ◆ Individual or groups
  - ◆ Amount of training
- ★ Effective for older persons
  - ◆ Gains in trained abilities
  - ◆ Immediately after training

Berry et al., 2010; Bottiroli et al., 2008; Fisher, 2012; Gross et al., 2012; Hertzog, et al., 2009; West & Strickland-Hughes, 2017



### Self-regulation in training

1. Memory self-efficacy
2. Strategy use

- ★ Positive correlates of memory performance
- ★ Old < young
- ★ Relationship between beliefs & performance increases with age

Agrigoroaei et al., 2013; Beaudon & Desrichard, 2010; Cavallini et al., 2010; Crumley et al., 2014; Gross & Rebok, 2011; Jaeggi et al., 2014; Miller & Lachman, 1999; Payne et al., 2012; Valentin et al., 2006; West et al., 2008; West & Hastings, 2011

## Self-regulation in training

### Two considerations

- ★ Enhanced from training
- ★ Value-added to training

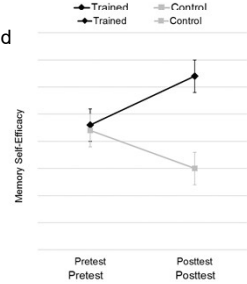


Bailey et al., 2010; Beaudoin & Desrichard, 2010; Cavallini et al., 2010; Crumley et al., 2014; Gross & Rebok, 2011; Gross & Rebok, 2014; Jaeggi et al., 2014; Payne et al., 2012; Valentijn et al., 2006; West et al., 2006; West & Hastings, 2011

## Aims and hypotheses

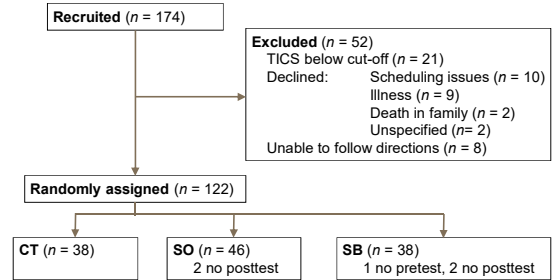
**Key issue:** Evaluate abbreviated version of tested effective program

1. Targeted task
2. Self-regulatory factors
  - ★ Memory self-efficacy
  - ★ Effective strategy use
3. Near transfer



## Methods

## Participants (N = 122)



## Procedure

Week	Groups	Agenda	Self-reg elements
0	All	Phone interview	n/a
1	All	Pretest assessment	n/a
2	Strategy + beliefs (SB)	A. 2-hr group training session B. ~ 2 - 3 hrs self-study workbook	✓+
	Strategy - only (SO)	A. 2-hr group training session B. ~ 2 - 3 hrs self-study workbook	✓
	Control (CT)	No meeting, homework, activity	✗
3	All	Posttest assessment	n/a

## Training elements to enhance self-regulation

- ★ **Enactive mastery**
  - ◆ Repeated practice
- ★ **Vicarious experience**
  - ◆ Trainer models technique and whole group practices together
- ★ **Verbal persuasion**
  - ◆ Group provides social support
- ★ **Physiologic and affective states**
  - ◆ At home materials allowed for self-paced practice

Bandura, 1997; Smith & West, 2006; West et al., 2008

## Pre-post assessments

### Target outcome

- ★ Name recall

### Self-regulatory factors

- ★ Strategies checklist
- ★ Memory self-efficacy

### Transfer outcomes

- ★ Object-location visual association
- ★ Occupation-name verbal association



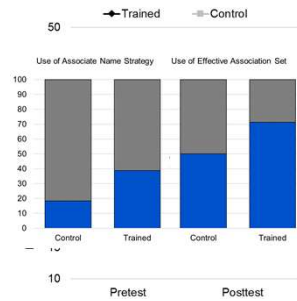
Blind  
 Timed memory assessments and self-paced surveys  
 Duration: 2 hours

## Results

## Effectiveness of brief training

Yes, abbreviated name recall training effective:

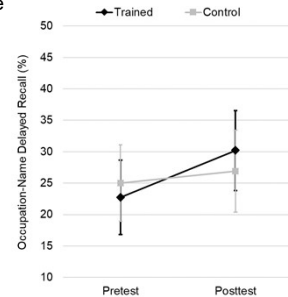
- ★ Enhanced name recall performance
- ★ Improved self-regulatory factors



## Near transfer effects

Pre-post gains evidence near transfer:

- ★ Immediate recall occupation-name
- ★ Delayed recall occupation-name



## Discussion

## Effectiveness of brief training

- ★ "Bang for buck"
  - ◆ Improved self-evaluative beliefs with shorter duration and lower intensity
  - ◆ Selective use of advantageous strategies
- ★ Enhanced self-regulation key to maximizing impact of training
- ★ Possible broad dissemination

## Near transfer effects

- ★ Contradicts “generalist assumption”
  - ◆ Evidence rare with strategy training
  - ◆ Possible with support, e.g., monitoring skills
- ★ Designed w/ theoretical model to foster transfer
  - ◆ “Deep” to “specific”
  - ◆ Match between trained and transfer tasks
- ★ Enhanced by self-regulatory gains

## Limitations

- ★ Sample selectivity and Matthew Effect
  - ◆ Majority female, well-educated, healthy
- ★ Recruitment and compensation procedures
  - ◆ Possible subjective memory complaints
  - ◆ Possible high intrinsic motivation
- ★ No active control tested

## Conclusion

### Brief training effective beyond target task:

1. Enhanced self-regulatory factors
  2. Near transfer effects
- ★ Key to maximizing training impact
  - ★ Ease of broad dissemination
  - ★ Possible translation of benefits from laboratory to everyday life

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