

A characterization of visual, semantic and auditory memory in children with combination-type attention deficit, primarily inattentive, and a control group

**Luz Ángela Ramírez, Angela María Arenas,
Gloria Cecilia Henao¹**

Group of Clinical and Social Studies in Psychology
University of San Buenaventura Medellín

¹Senior Researcher

Colombia

gloriach@epm.net.co

Abstract

Introduction. This investigation describes and compares characteristics of visual, semantic and auditory memory in a group of children diagnosed with combined-type attention deficit with hyperactivity, attention deficit predominating, and a control group.

Method. 107 boys and girls were selected, from 7 to 11 years of age, all residents in the Medellín metropolitan area, belonging to different socioeconomic strata (high, medium, low), and all associated with a public or private school. The sample was distributed into three groups according to the diagnosis: inattentive (n=38), combined (n=37) and control (n=32), controlling for variables of age and intelligence quotient (>85). In order to complete a neuropsychological evaluation of participants, the following tests were used: WISC-R, point memory, verbal memory curve, associative memory with semantic increase, Wechsler Scale of memory, Rey Osterrieth's Complex Figure, test of visual and auditory continuous execution.

Results. By comparing scores obtained in this transversal cut research, of analytical empirical type, descriptive-comparative level and quasi-experimental design on the different types of semantic, visual and auditory memory in groups diagnosed with combined-type attention deficit with hyperactivity, attention deficit predominating, we were able to demonstrate differences in the memory processes of these groups with respect to the control group.

Conclusions. Difficulties in visual memory are related to a deficit in use of planning strategies for evoking stored information. Educational implications drawn from these results are presented.

Key words: Attention deficit with hyperactivity, memory, learning strategies, neuropsychology.