

Table 4.1

Types of memory reported to be significantly affected by risk factors*

Risk Factor	Episodic	Semantic	Implicit	Verbal	Visuospatial	Short-Term	Working	Encoding	Consolidation	Storage	Recall	Recognition	Metamemory**
Traumatic Brain Injury	X	X		X	X		X	X			X		X
Post Concussion Syndrome	X												
Frontal Lobe Lesions								X			X		X
Prematurity	X												
Perinatal Asphyxia	X			X	X								
Excess Bilirubin Levels						X							
Congenital Hypothyroidism						X						X	
Childhood Diabetes				X	X	X							X
Sleep Disorders													
Epilepsy				X	X	X			X				
Herpes Simplex Encephalitis													
Childhood Stroke				X		X		X			X		X
Reye's Syndrome	X						X	X					X
Medulloblastoma				X	X			X			X	X	
Effects of Asthma Medication				X		X							
Specific Language Impairment		X		X		X	X	X			X		X
Learning Disabilities		X	X	X		X	X	X		X	X		X
ADHD		X					X						X
Autism		X		X									X
Down Syndrome				X	X								
Williams Syndrome				X	X	X	X						X
Developmental	X										X		

Amnesia													
PTSD, Abuse, Chronic Stress				X		X							
Obsessive-Compulsive Disorder				X	X	X		X			X		X
Depression				X	X	X	X	X		X		X	
Pediatric Bipolar Disorder	X			X	X		X						X
Prenatal Alcohol Exposure				X	X	X	X	X			X		
Prenatal Cocaine Exposure				X	X	X	X						

*Based on a review of empirical evidence. The absence of an “x” does not mean that type of memory may be unaffected. It may simply mean that there is insufficient memory research on that particular risk factor.

**Includes strategy development and use.

Cross-Battery Analysis of Long-Term Memory Test Results

Examinee's Name: _____ DOB: _____ Age: __ Grade: __ Dates of Testing: _____

Memory Component	Battery Name	Subtest Name	Subtest Scores	Component Mean	Composite or Mean	Difference	Normative S or W	Ipsative S or W	Deficit or Asset
Verbal Episodic									
Visuospatial Episodic									
Semantic									
Recall									
Recognition									
Verbal WM									
Visuospatial WM									
Phonological STM									
Visuospatial STM									
Other:									
Other:									

Subtest or Composite Score	Subtest or Composite Score	Discrepancy	Significant Difference: Y/N

Directions: (1) Convert all subtest scores to standard scores with a mean of 100 and an SD of 15. (2) For each component, compute the mean of the subtest scores and round to the nearest whole number. (3) Enter a cognitive composite, such as a full scale IQ, or compute the mean of all available memory components. (4) Subtract the composite or mean from each component mean and enter amount in Difference column. (5) Indicate whether the component mean is a normative weakness or strength (90-109 is average). (6) Using a criterion of 12 points, determine intra-individual strengths and weaknesses. (7) Determine deficits and assets. A deficit is both a normative and intra-individual weakness; an asset is both a normative and intra-individual strength. (8) Determine which factors are non-unitary. Factors are non-unitary when the two subtests involved are significantly different or when the range between the highest and lowest subtest scores exceeds 1.5 standard deviations. Non-unitary factors should be interpreted cautiously and should not be used in pairwise comparisons. (9) Compare logical pairs of components, using a 15 point difference as an indication of a significant discrepancy.