

주의력 결핍/과잉운동 장애와 학습 장애 아동의 기억 기능 비교

COMPARISON OF MEMORY FUNCTION BETWEEN ATTENTION DEFICIT/HYPERACTIVITY DISORDER AND LEARNING DISORDER CHILDREN

김용희* · 신민섭**† · 조수철**

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목 적 : / (ADHD) (LD),
(ADHD+LD) 가 가
, 가

방 법 : ADHD 11 , LD 5 , 가 (ADHD+LD) 9 ,
8 가 (MAS)

결 과 :
ADHD , ADHD+LD 가 , LD,
MAS

논 의 : ADHD, LD 가 , ADHD, LD,
가

중심 단어 : /

서 론

ning Disorder ; LD) 5~11
가
4~5%가 ADHD 가
, LD 2~8%
(Attention deficit hype-
ractivity disorder ; ADHD) (Lear-
1).

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ADHD , , , , . August⁶⁾ ADHD

rkley³⁾ ADHD 가 1)2). Ba- 7) ADHD ADHD

ADHD , ADHD 가 LD 가 ADHD ADHD 가

ADHD (effort processing)⁸⁾ ADHD, LD 가 4). 가 가 9). LD 가

가 가 10)11). 가 가 가 ()가 가

5). ADHD, LD (school under-achievement) 가 12)13). 14)15). AD- 가 가

16), ADHD LD
 morbidity) 20~25%, 40~60%
 가 가
 가

(co-
 17),

Table 1.

ADHD (N=11)	LD (N=5)	ADHD+LD (N=9)	Control (N=8)
M(SD)	M(SD)	M(SD)	M(SD)
11.67(1.37)	11.80(.45)	11.89(1.05)	11.88(1.13)
6.17(1.59)	6.20(.45)	6.33(1.41)	6.63(.74)
111.58(15.11)	97.60(5.37)	95.33(10.7)	107.0(10.60)

18)
 ADHD, LD,
 (ADHD+LD)

duct disorder) (Somatization disorder)
 가 가
 (Child Behavioral
 Checklist : CBCL)
 (Child Depres-
 sion Index : CDI)

Table 1

2. 연구도구

가 1) 기억력 평가 검사(Memory Assessment Scales :
 MAS)
 MAS 가
 , 12

연구 대상 및 방법

1. 연구대상

1999 2000 8

DSM - IV

가
 가
 , 15
 (KEDI - WISC) 80

ADHD, LD, ADHD+LD
 : 11.89 ± 1.05)

10

2) 웨슬러 아동용 지능검사(KEDI-WISC)
 가
 (Wechsler intelligence scale for children)
 11

11 가
 3. 연구 방법 및 절차

(Con-

Table 2.

Group	ADHD(N=11)	LD(N=5)	Complex(N=9)	Control(N=8)	Chi square (df=3)	Sig.
	M(SD)	M(SD)	M(SD)	M(SD)		
	97.33(10.23)	90.60(5.37)	85.44(12.24)	102.00(8.25)	8.323*	.040
	17.17(3.01)	17.20(1.30)	15.11(1.36)	17.38(2.26)	6.311	.097
	26.50(3.85)	23.80(2.68)	18.89(4.08)	25.00(3.42)	13.885**	.003
	16.92(2.11)	16.00(1.73)	13.33(2.35)	16.63(2.67)	9.815*	.020
	25.75(3.25)	22.00(3.46)	20.11(3.95)	25.88(2.95)	12.742**	.005
	28.50(3.42)	27.60(.55)	28.33(2.60)	29.00(1.31)	5.765	.124

* : p<.01, ** : p<.05

ADHD, LD, ADHD+LD

가

(correlation)

(r=.616, p<.01)

가 1

가

1

(ANCOVA)

ADHD+LD, LD, ADHD

가

가

(Fig. 1).

ADHD

4. 자료분석

LD

가

가

Kruskal - Wa-

llis

MAS

2. 소검사에서의 집단간 차이 비교

MAS

가

(List learning),

(Prose

Scheffe

memory),

(Verbal span),

(Visual span),

(Visual reproduction),

(Names - faces)

Kr-

uskal - Wallis

결 과

1. 기억 평가 검사 수행에서의 집단간 차이

ADHD, LD, ADHD+LD

가

Table

가

MAS

3

Kruskal - Wallis

3. 검사이 나타난 기억 전략 및 오류 분석

가

(grouping),

(nonparametric test)

(primary effect),

(recent effect)

(memory strategy)

(appendix),

(exception),

가(addition),

가

Table 3. MAS

MAS subtest	F(df=3)	Sig.
	9.913**	.015
	6.828	.001
	7.977**	.046
	3.988	.263
	14.622*	.002
	11.146**	.011

* : p<.01, ** : p<.05

Table 4.

	r
	-.333
	.354*
	.373*
	.144
	-.285
가	-.023
	-.497**

* : p<.01, ** : p<.05

(transformation)

가

(Table 4).

가

Kruskal - Wallis

(p=.018, p<.05)

가

가

논 의

ADHD LD

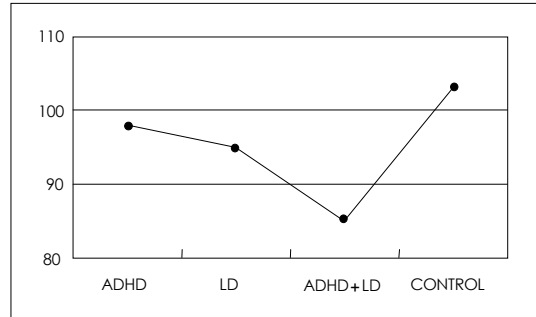


Fig. 1.

ADHD, LD

ADHD LD

가

가

ADHD LD

가 (ADHD+LD)

가

MAS

가

가

ADHD

(1992)

ADHD LD

ADHD

LD

가

가

ADHD, LD,

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LEARNING DISORDER CHILDREN**

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Objectives : This study was conducted to compare the memory function among the attention deficit/hyperactivity disorder (ADHD), the learning disorder (LD) and the comorbidity disorder (ADHD+LD) groups.

Methods : Thirty-four children (11 ADHD, 5 LD, 9 ADHD+LD, and 8 Psychiatric control) were individually assessed using the KEDI-WISC and Memory Assessment Scale (MAS), and then the results of those test were analyzed.

Results : In memory test, all of three group showed lower performances than control group. The comorbidity, the LD and the ADHD group showed lower scores in almost subtests of MAS respectively. The good performance in memory test was significantly correlated with the types of memory strategy and error response children used during testing.

Discussion : The clinical utility of the memory test like MAS was discussed in terms of differential diagnosis for ADHD, LD and ADHD+LD children.

KEY WORDS : ADHD · LD · Comorbidity · Memory.