

EVALUATING STORAGE, RETENTION AND RETRIEVAL IN DISORDERED MEMORY AND LEARNING

Herman Buschke, MD and Paula Altman Fuld, PhD

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Two simple methods that are clinically useful for analyzing impaired memory and learning are selective reminding or restricted reminding. These new methods provide simultaneous analysis of storage, retention, and retrieval during verbal learning because they let the patient show learning by spontaneous retrieval without confounding by continual presentation. Because selective reminding and restricted reminding let the patient show consistent retrieval without any further presentation, they also distinguish list learning from item learning, so that impaired memory and learning can be analyzed further in terms of two stages of learning (item and list).

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Comment from David S. Knopman, MD, FAAN, Deputy Editor: *This paper is important because it introduced a modern view of learning and memory into neurology.*

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