

EVALUATING STORAGE, RETENTION AND RETRIEVAL IN DISORDERED MEMORY AND LEARNING

Herman Buschke, MD and Paula Altman Fuld, PhD

Neurology 1974;24:1019-1025

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).

Free Access to this article at www.neurology.org/content/24/11/1019

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.*

Neurology®

Evaluating storage, retention and retrieval in disordered memory and learning

Herman Buschke and Paula Altman Fuld

Neurology 2011;76;1725

DOI 10.1212/01.wnl.0000398283.10171.75

This information is current as of May 16, 2011

Updated Information & Services

including high resolution figures, can be found at:
<http://n.neurology.org/content/76/20/1725.citation.full>

Permissions & Licensing

Information about reproducing this article in parts (figures, tables) or in its entirety can be found online at:
http://www.neurology.org/about/about_the_journal#permissions

Reprints

Information about ordering reprints can be found online:
<http://n.neurology.org/subscribers/advertise>

Neurology® is the official journal of the American Academy of Neurology. Published continuously since 1951, it is now a weekly with 48 issues per year. Copyright Copyright © 2011 by AAN Enterprises, Inc.. All rights reserved. Print ISSN: 0028-3878. Online ISSN: 1526-632X.

