

Memory-training, memory complaints, memory performance and depression in older adults

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ment of everyday memory important in this chronic disease.

TH015.3

Long term autobiographical memory: Issues of reliability and validity. *Hoffman, A.M., & Hoffman, H.S. Bryn Mawr College, Bryn Mawr, PA, USA.* This study examined wartime memories of an elderly professor who fought in the Second World War. Transcripts of interviews conducted in 1978 were compared with the transcripts of similar interviews conducted four years later. Subsequently, contemporary resources, including daily combat reports from the company in which S served, were compared with the transcripts. The transcripts, each about 140 pages were virtually identical. Findings indicate that memories of a certain character undergo little decay throughout life. Analysis of corroborations and discrepancies between documents and transcripts point to the conditions that influence memory storage and retrieval. Utilization of historical methodology was useful in validating memory.

TH015.4

Differences in autobiographical memories in bilinguals. *Javier, R.A., & Munoz, M.A. St John's University, USA.* Unlike previous investigations on memory, the present study focused on assessment of the linguistic ways the memories of traumatic real personal events are encoded in bilinguals. Is there a difference in recall? Are the idea units and the linguistic expressions quantitatively and qualitatively different in the two languages? What specific memory component of the event is present in each of the languages? Our findings suggest that there are in fact differences in the way memory of personal events are organized linguistically in bilinguals. The communication of the memory of personal events were found to be quantitatively and qualitatively different.

TH015.5

Metamemory for items learned with bizarre or common imagery and tested by free or cued recall. *Kroll, N.E.A. University of California, Davis, California, USA.* Word lists (10 bizarre- and 10 common-context pairs) were learned under imagery instructions. Subjects tested with cued recall remembered more words presented in common contexts, those tested with free recall remembered more words presented in bizarre contexts. Both groups estimated they had remembered more words presented in bizarre

contexts. It is hypothesized that metamemory estimations are instances of the availability heuristic based upon covert free recall. This hypothesis is supported by: both groups underestimating the number of common contexts seen; and the accuracy of the subjects tested by free recall in accessing their advantage for the bizarre context words.

TH015.6

Meta-memory in mild Alzheimer's disease: evidence for preservation of semantic memory monitoring. *Lipinska, B., & Bäckman, L. Stockholm Gerontology Research Center and Department of Geriatric Medicine, Karolinska Institute, Stockholm, Sweden.* The ability to monitor general knowledge was examined in normal older adults and patients with a mild Alzheimer's disease (AD). Subjects were examined in recall and recognition of factual information, and they also made confidence ratings of their answers. In addition, "feeling-of-knowing" judgments were made for those questions subjects could not recall. Results indicated a general deficit in recall and recognition of factual information in the patients. However, there were no differences between groups in the relationships between rating and performance. Thus, the results suggest that the ability to monitor general knowledge may be intact in early AD.

TH015.7

Memory-training, memory complaints, memory performance and depression in older adults. *Ponds, R.W.H.M., & Bruning, H.A., & Jolles, J. Department of Neuropsychology and Psychology, State University Limburg, Maastricht, The Netherlands.* Older subjects with memory complaints (participants of a memory-training) were compared to noncomplaining controls. Measurements were taken from four domains: memory performance (Rivermead Behavioral Memory Tests, fluency and a verbal learning task), memory complaints and metamemory (questionnaires) and depression. Participants of the memory-training reported more memory complaints and symptoms of depression. With respect to metamemory the training group reported more anxiety during memory performance, more decrease in memory capacity and abilities and were more motivated to perform well on memory tasks. There were no differences between the groups on the memory tests, except for animal-fluency task.