

Abstract

The diploma thesis called *Memory functions in children with intellectual disability* is devoted to mapping cognitive functions, specifically with a focus on memory functions in children with diagnostically confirmed the mild mental retardation.

The origin of the thesis is associated and based on the standardization of incipient Neuropsychological Battery for Children (NB-C) and with the necessity to validate the method in different clinical groups. The aim was to assess how children with cognitive deficits, especially with the mild mental retardation, react and score in the memory's subtests. The main goal of this thesis is to assess the level of memory functions of these children. Furthermore, attention is focused on the comparison of key memory's domains based on the administration of the Neuropsychological Battery for Children and the intelligence test WISC-III in comparison with a comparative group of children without cognitive deficits.

The theoretical and literary review section is focused on three key areas. The first of them presents the topic of memory, its distribution within the framework of the processes and systems, currently diagnostic methods, and also the development of memory functions. The following chapter focuses on disorders of the intellect, the terminological background of concepts as an intelligence or mental retardation, but also classification according to currently valid diagnostic manuals. The theoretical part is concluded by the chapter about the mild form of intellectual disorder and specific manifestations in mental and cognitive functions.

The empirical part presents a research study in the form of intellect diagnostics and a comprehensive neuropsychological assessment of the new Neuropsychological Battery for Children. The research sample was a group of 30 pupils in the age from 10 to 15 years old attending Primary School Koralek in Kladno and the Primary School Luziny in Prague. In the sample of these children was confirmed the mild mental retardation. This group was compared with a sample of 30 children without cognitive or other health deficits, who were tested by the same administration testing procedure.

Results show the differences and significantly lower scores in memory's tests, also in tasks testing the attention and executives functions which are related to the function of memory systems.