Syndromic analysis of ADHD at preschool age according to A.R. Luria concept

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Abstract
Different authors have studied attention-deficit/hyperactivity disorder (ADHD) in preschool children from different perspectives. Neuropsychological assessment can detect many kinds of cognitive difficulties, but the common syndromic picture has not yet been established. The idea of the existence of a specific neuropsychological syndrome based on A.R. Luria’s concept differs from syndromes that are established in the Diagnostic and Statistical Manual of Mental Disorders, 4th edition. The goal of the present study was to show qualitative parameters and features of cognitive activity in Mexican preschool children who receive a diagnosis of ADHD at preschool age. The proposal of such an analysis is for the whole syndrome. Neuropsychological assessment was applied to a group of Mexican preschool children with ADHD using the qualitative approach. Specific difficulties were observed not only with regard to frontal cortical function but also with spatial processing and the tone of general brain activation. The qualitative analysis of the data obtained by neuropsychologically assessing ADHD at preschool age allowed us to establish a specific complex of difficulties including functional weakness of the frontal and posterior associative cortical zones and general brain activation. New approaches to both assessment and remediation are urgently needed for preschool children in Latin America.