Working Memory and ADHD in Preschool Education. The Role of ICT’S as a Diagnostic and Intervention Tool: An Overview

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Abstract

Recent development in the role of education in pre-school children includes the use of Information and Communication Technologies (ICTs). ICT nowadays is recognized as a tool that can foster the knowledge and the experiences for this crucial age and the support of specific areas in kindergarten according to the educational perspective and the areas of needs they serve, is thought significant. In this paper we present a brief overview of the most representative studies of the last decade (2004-2014), which concentrates on the working memory and attention difficulties that children face in kindergarten, and are supported by ICTs. A brief theoretical scientific approach of the role of working memory is presented while its correlation with the Attention Deficit Hyperactivity Disorder (ADHD) is examined.