Abstract

OBJECTIVE:
The objective of the paper is to synthesize the research on prospective memory (PM) in children with attention-deficit/hyperactivity disorder (ADHD).

METHOD:
Research on PM and ADHD in youth was synthesized according to the PRISMA guidelines and a summary of the types of PM deficits typically seen in these children, as well as the methods currently available to assess and treat these deficits is provided. Suggestions on ways to better manage PM deficits in children's everyday lives are also discussed.

RESULTS:
Six studies have investigated PM in children with ADHD. The majority of these studies found a deficit in time-based PM, but not event-based PM. The mechanisms underlying this deficit, however, are still unknown. There are currently no specific measures available to clinically assess PM in children and there are no specific evidence-based interventions available that specifically target PM deficits in children with ADHD.

CONCLUSION:
Remediation strategies aimed at compensating for these PM deficits in daily life may be most useful. Nevertheless, more research is necessary to better understand PM in children with ADHD.