



Análisis de tareas para las funciones espaciales en niños escolares con diagnóstico de TDAH [

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text (article)

Analítica

Objective. Identify and detail the difficulties in children with attention deficit disorder in spatial function tasks. **Method.** 24 school children between 6 and 12 years old with diagnosis of attention deficit disorder were included in the study. Neuropsychological tasks used in the study were divided in graphic tasks, verbal tasks and a constructive task, all of them included in the Neuropsychological Evaluation for Children, Neuropsychological Evaluation of the Spatial Integration and Neuropsychological Evaluation of School Success assessments. **Results.** Analysis of the results has pointed out specific errors in graphic tasks such as disproportion, disintegration, difficulties with angles, problems with usage of space and inversions. Younger participants with complex neuropsychological syndromes committed more mistakes. The spatial difficulties were accompanied by regulatory, activation, motor and kinesthetic difficulties. The participants with higher frequencies of error were those of lower age. **Conclusion.** The results show that children with attention deficit disorder diagnosis may have difficulties in the development of spatial function; therefore, it is necessary to include a more profound neuropsychological analysis of the domain that allows the investigation of the nature of the difficulties and its plausible relation to the development of other functions

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