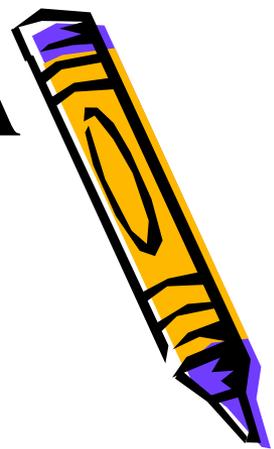
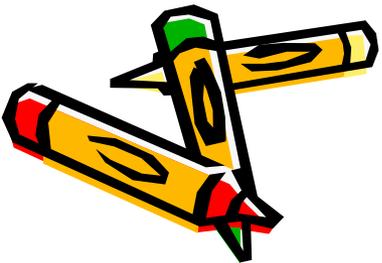


# **SVILUPPO DELLA MEMORIA**



**Modelli teorici**

**Tecniche per valutare la memoria  
Infanzia e adulto**





# **SVILUPPO DELLA MEMORIA**

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**Modelli teorici**

**Tecniche per valutare la memoria  
Infanzia e adulto**



## SVILUPPO MEMORIA PERIODO 2-5 ANNI E ETA' SCOLARE

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Le ricerche più importanti su questo periodo sono guidate dalla prospettiva dell'HIP

Modelli per comprendere i processi di memoria

modello di Atkinson e Shiffrin

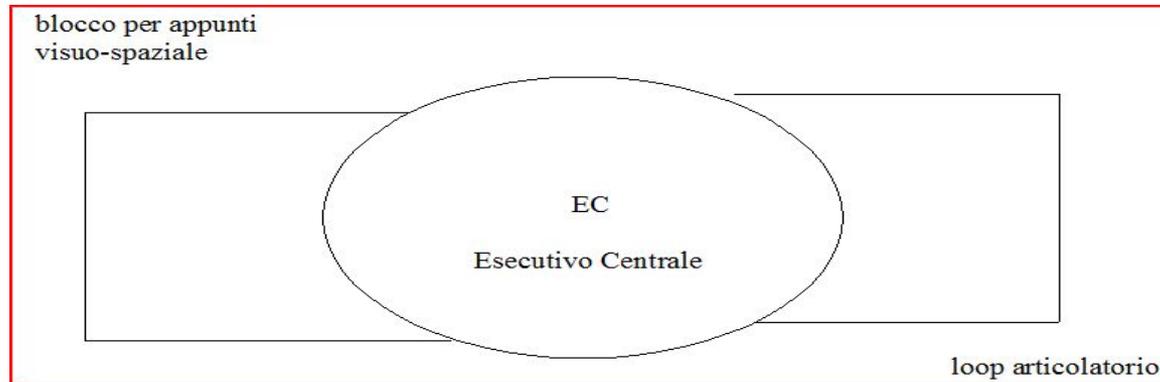
modello di Baddeley (1992, 1996)

modello di Cornoldi e Vecchi (2000)

e altri.....

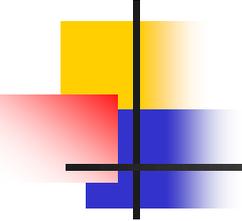


## MODELLO MEMORIA DI LAVORO DI BADDELEY (1990) versione semplificata



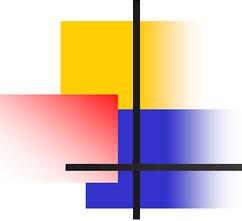
Buffer episodico

**QUALI COMPITI ???**



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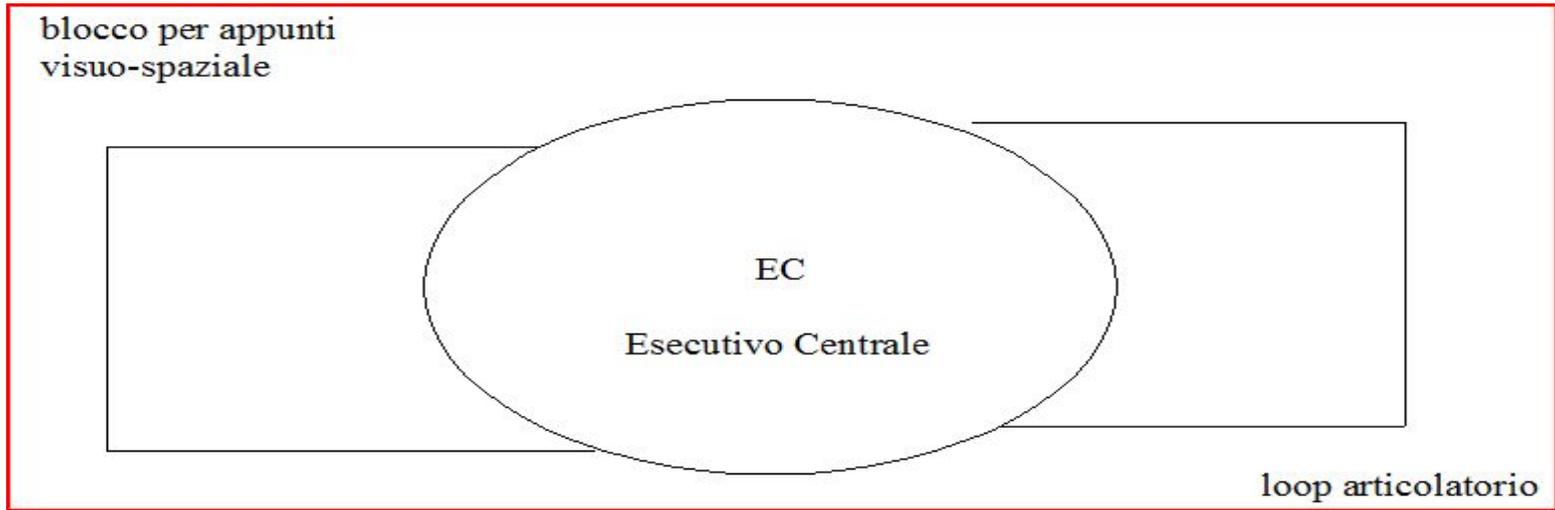
**Prove per valutare il loop  
fonologico?**



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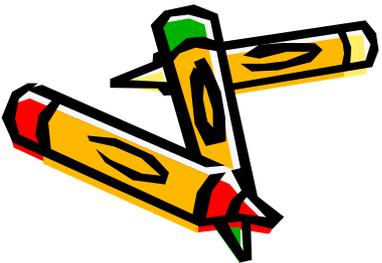
**e il taccuino visuo-spaziale ?**

# MODELLO MEMORIA DI LAVORO DI BADDELEY (1990) versione semplificata

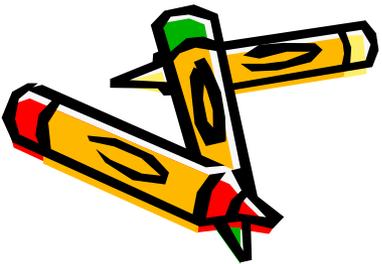
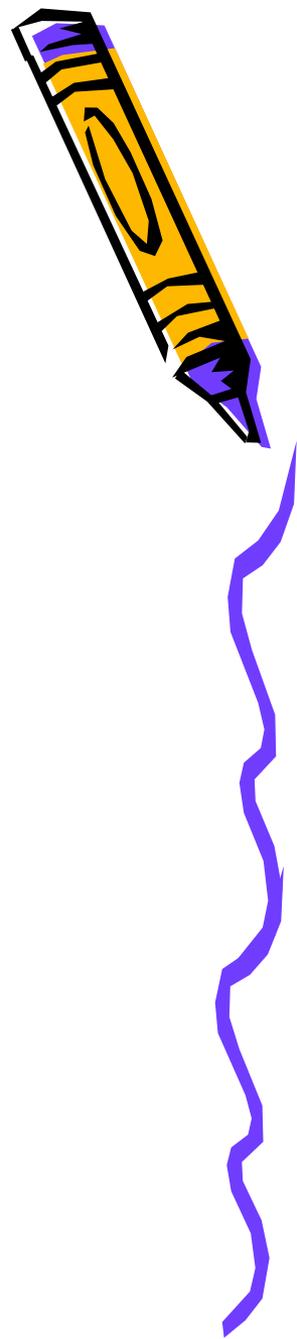


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QUALI COMPITI ???

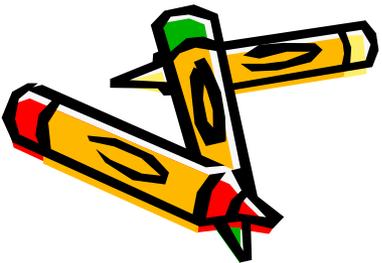
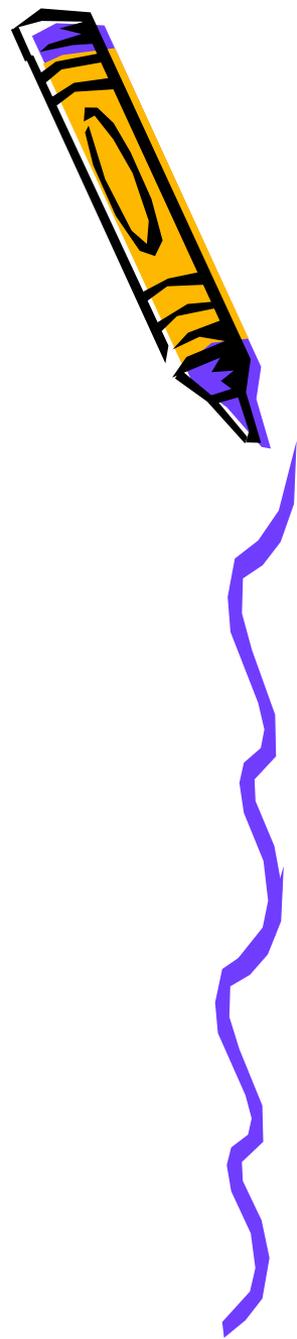


**Prove per valutare il loop  
fonologico?**

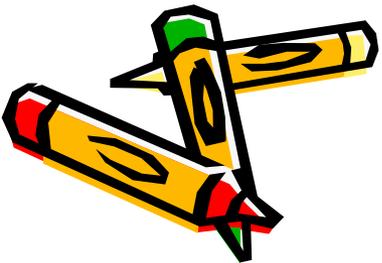
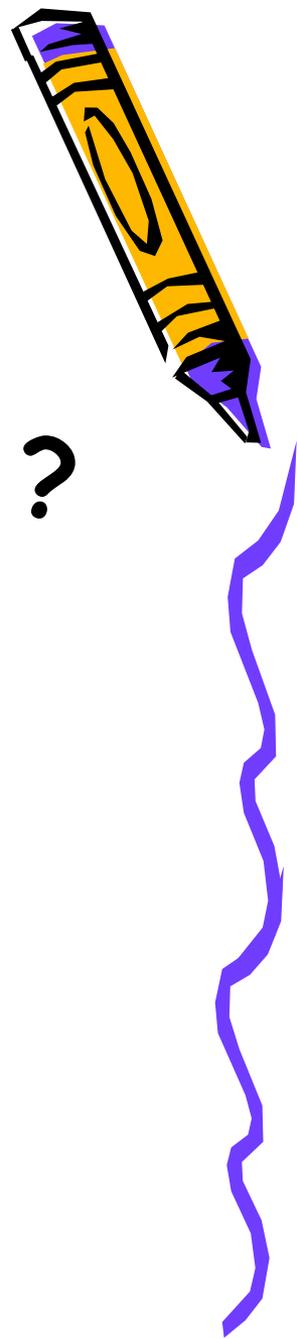


# Prove verbali

Loop fonologico : span semplice in  
avanti di parole/numeri



e il taccuino visuo-spaziale ?

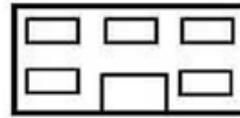


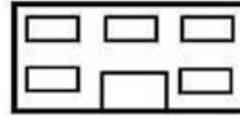
# Prove Memoria Visiva

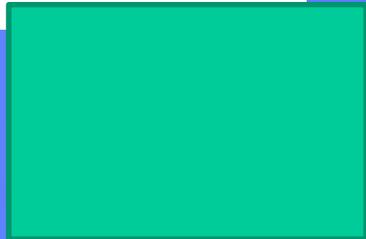
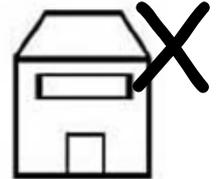
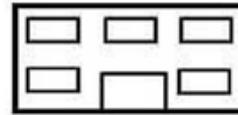
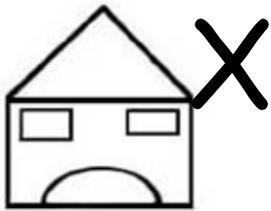


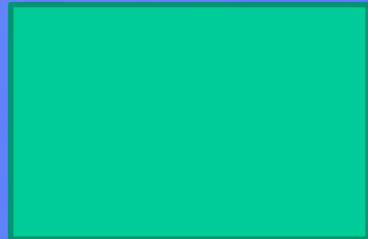
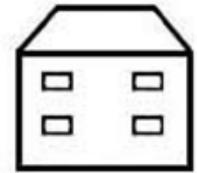
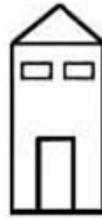




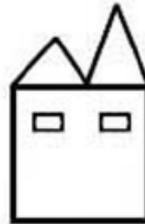
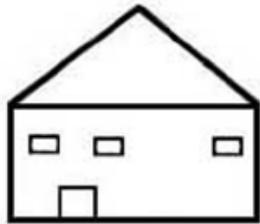
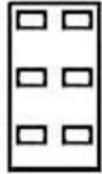
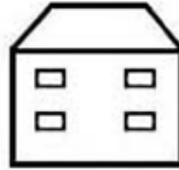
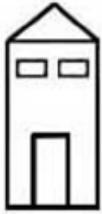


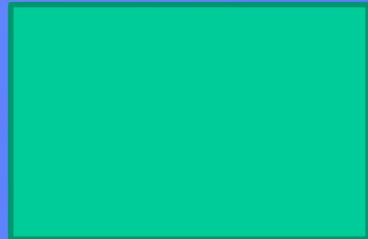
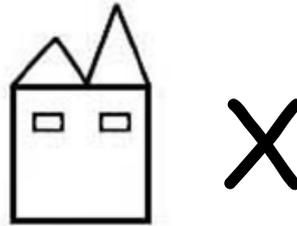
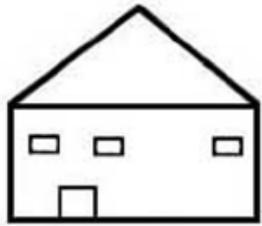
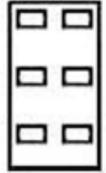
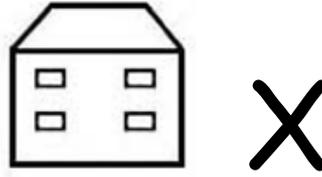
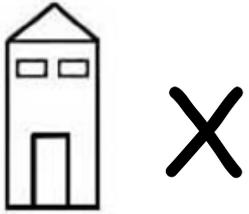


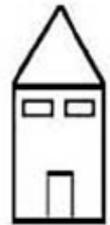
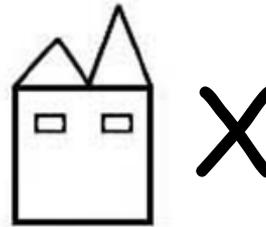
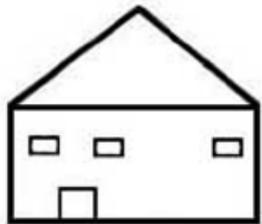
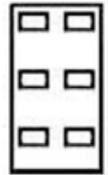
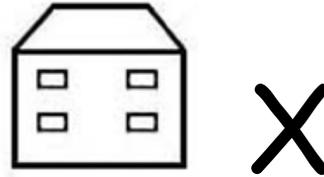
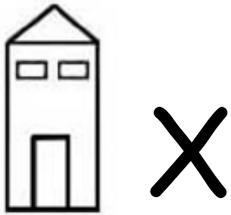
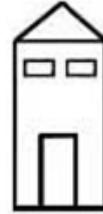


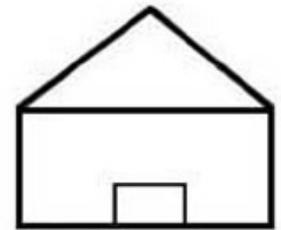
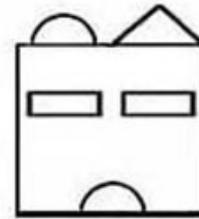
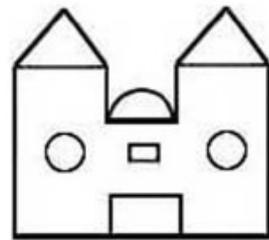
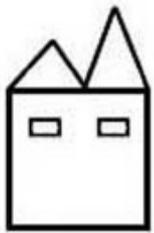




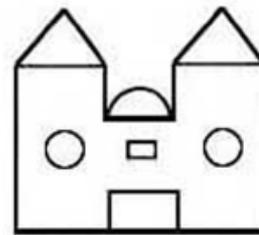
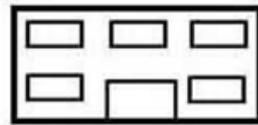
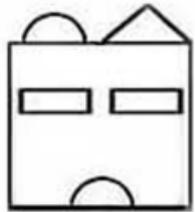
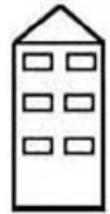
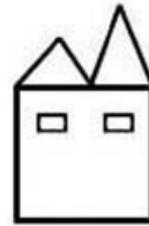
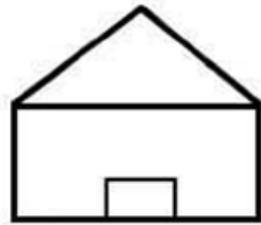


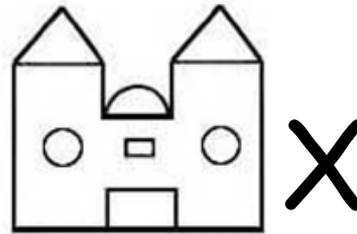
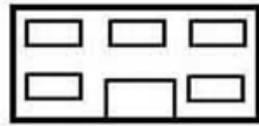
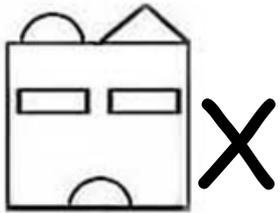
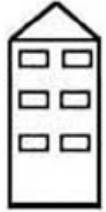
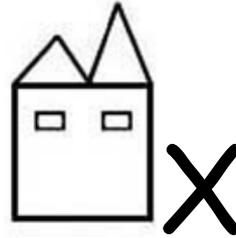
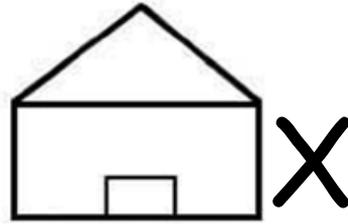


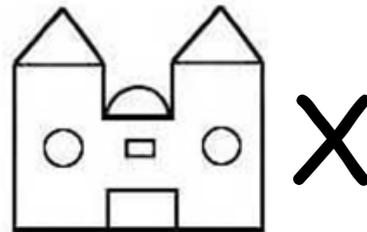
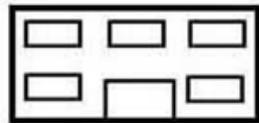
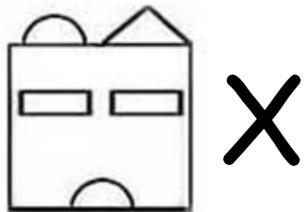
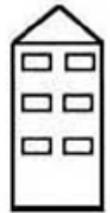
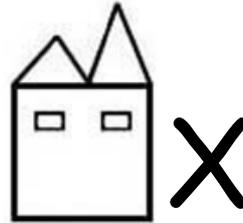
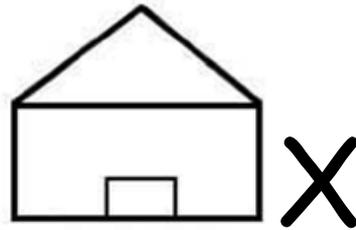
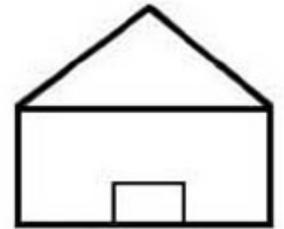
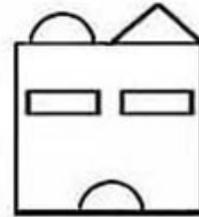
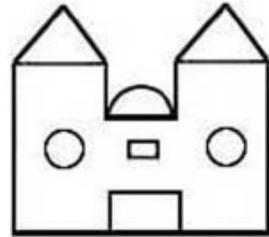
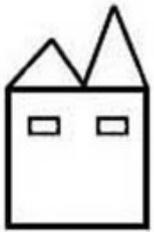


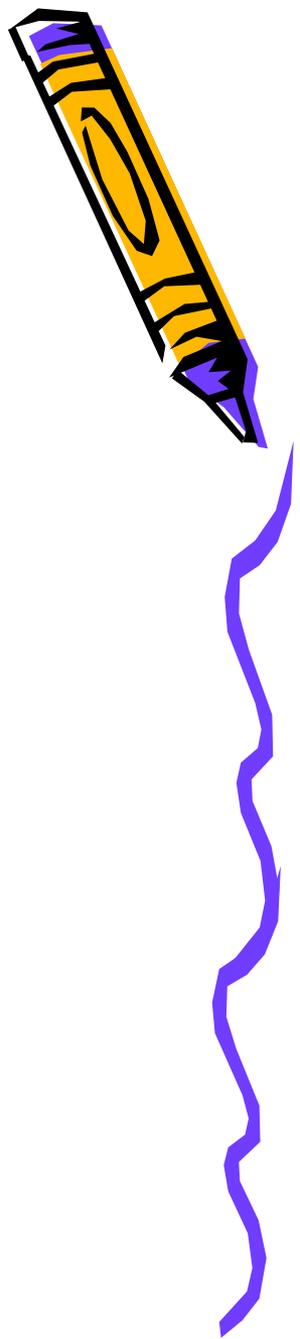
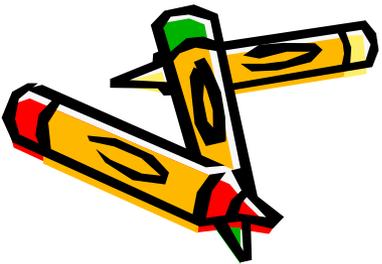


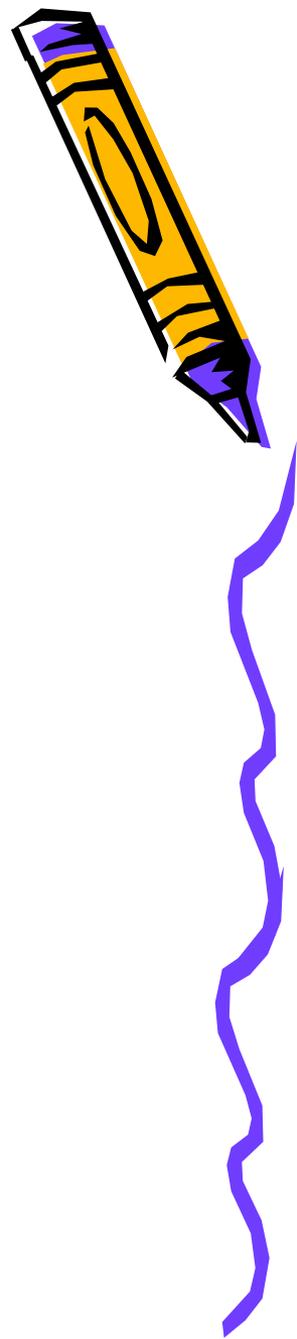
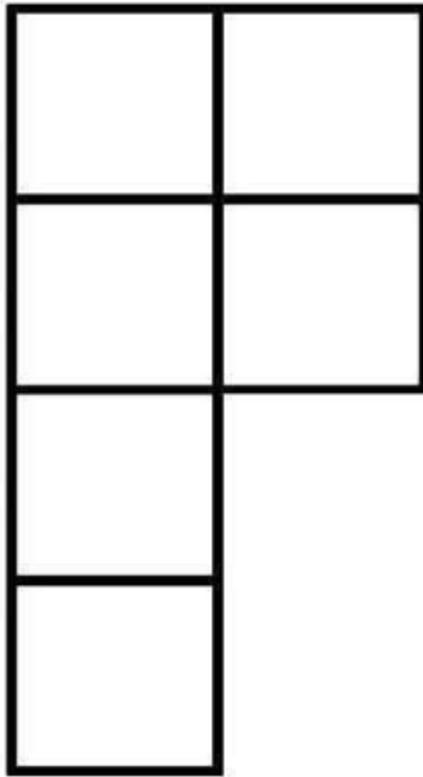
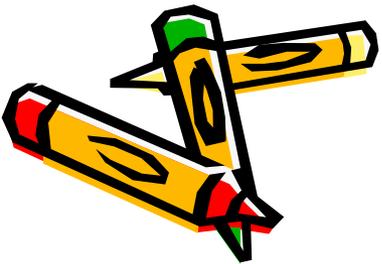


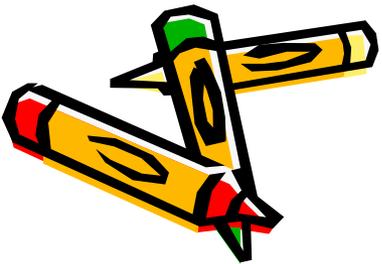


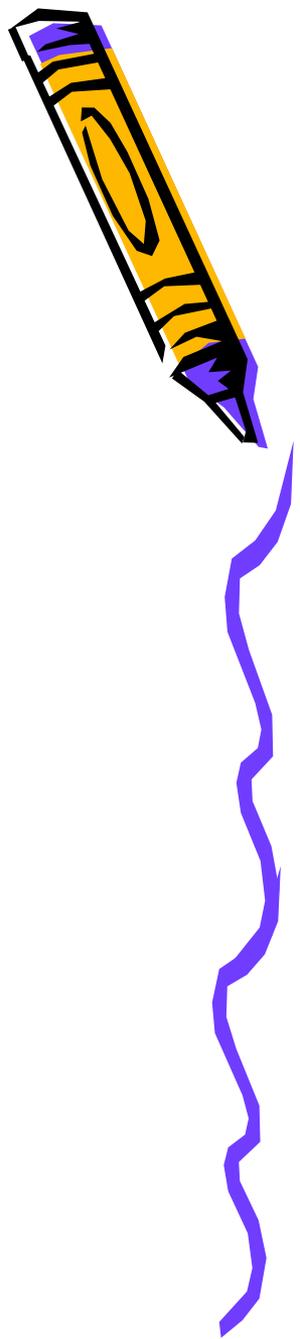


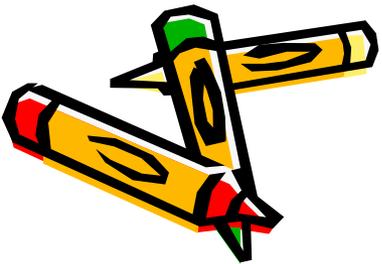


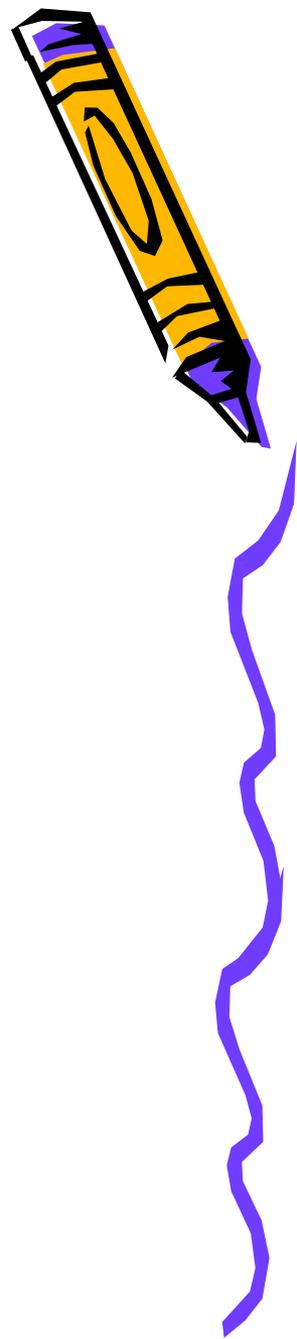


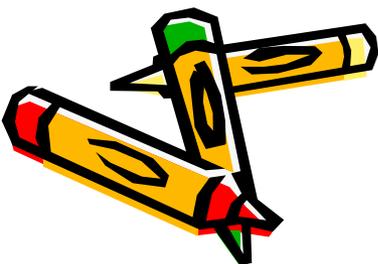
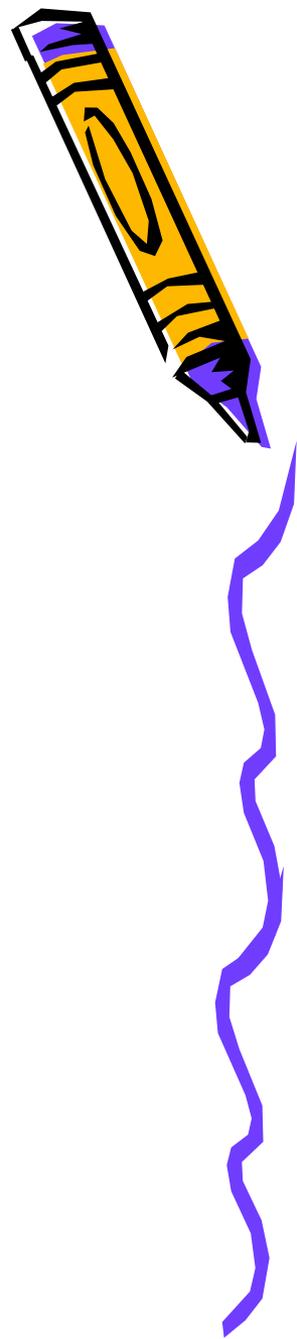
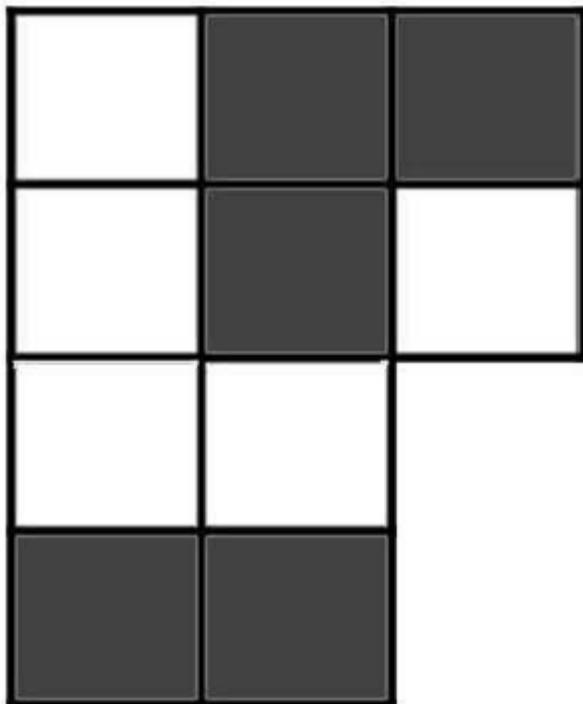


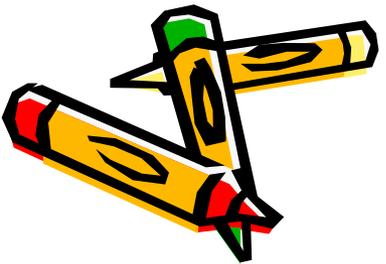
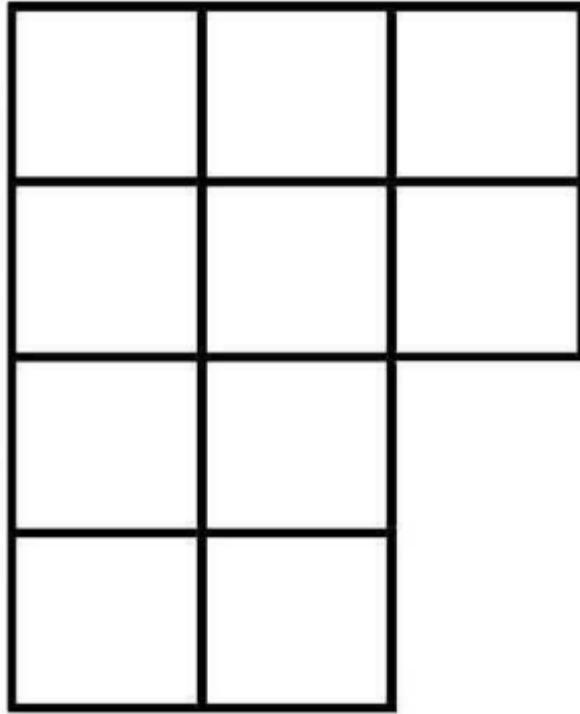
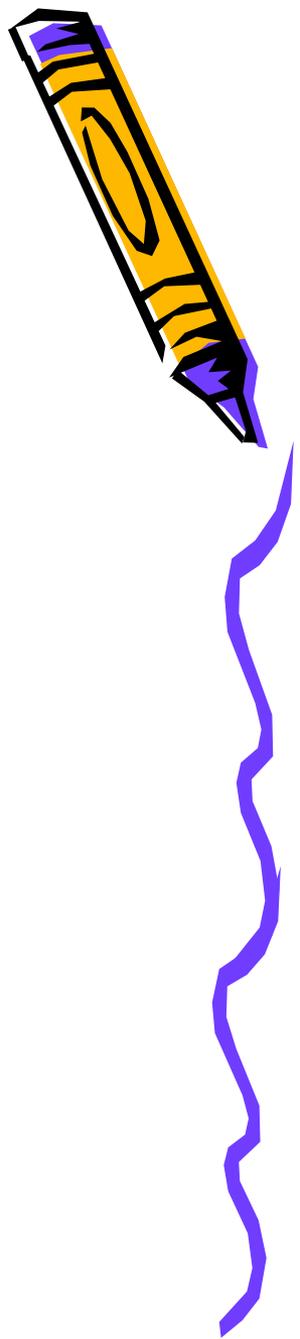


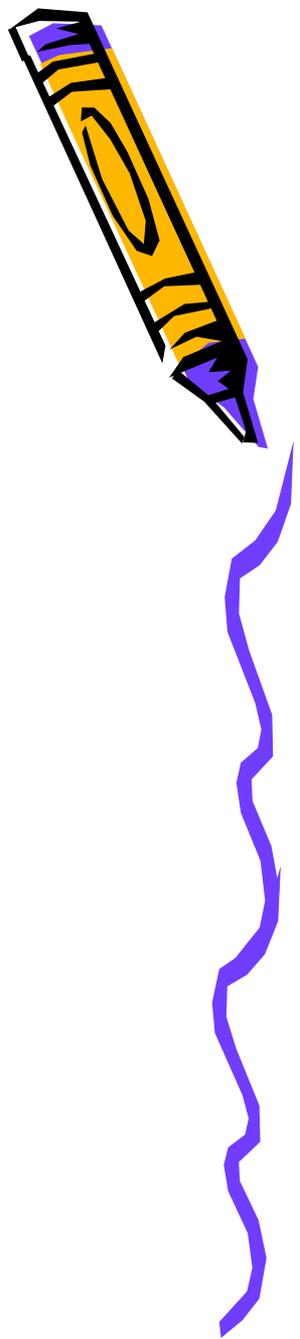
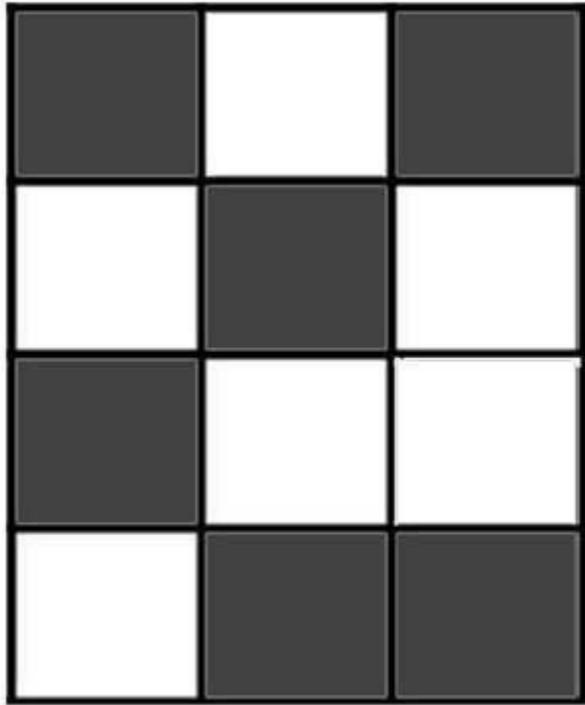
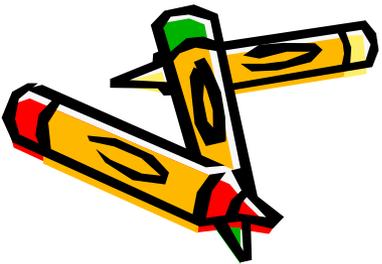



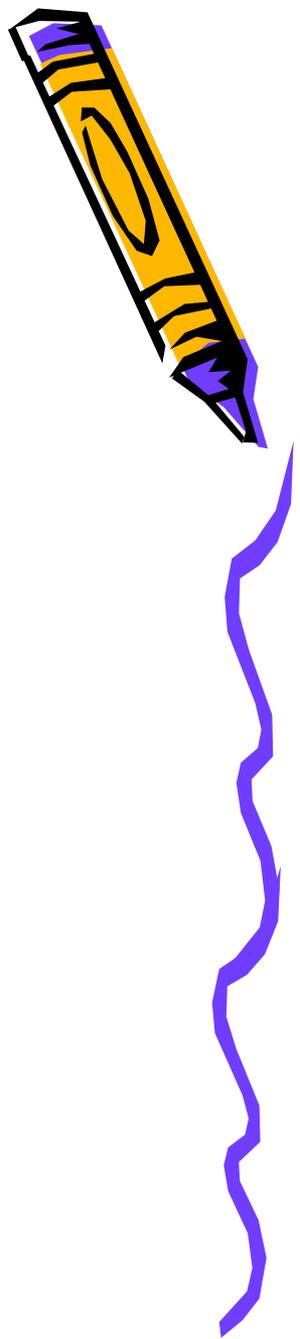
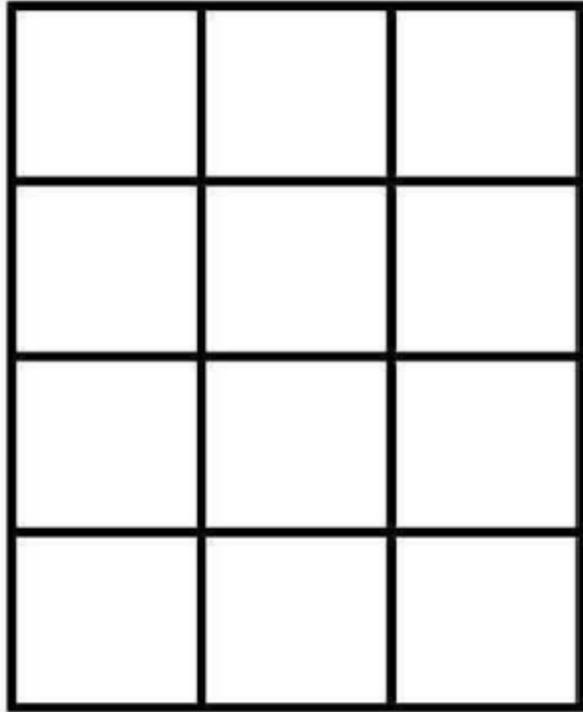
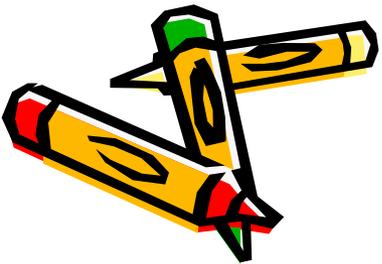


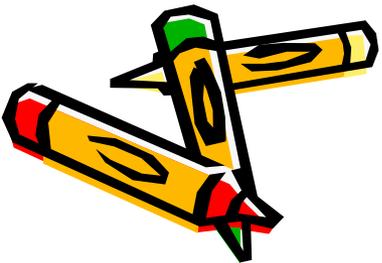
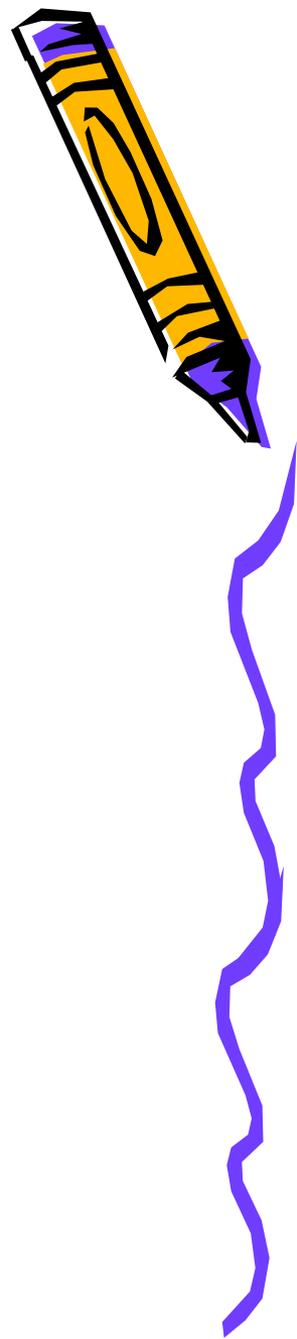
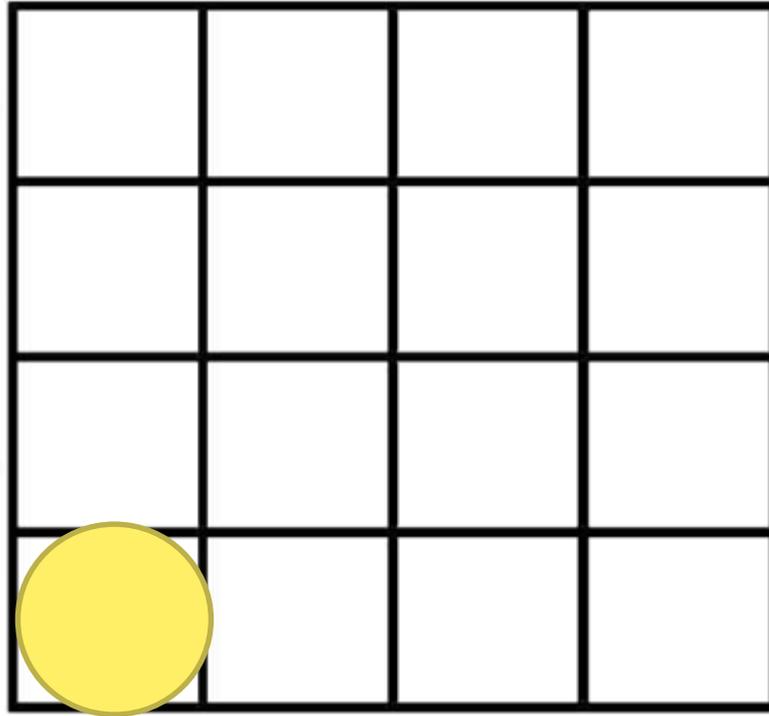






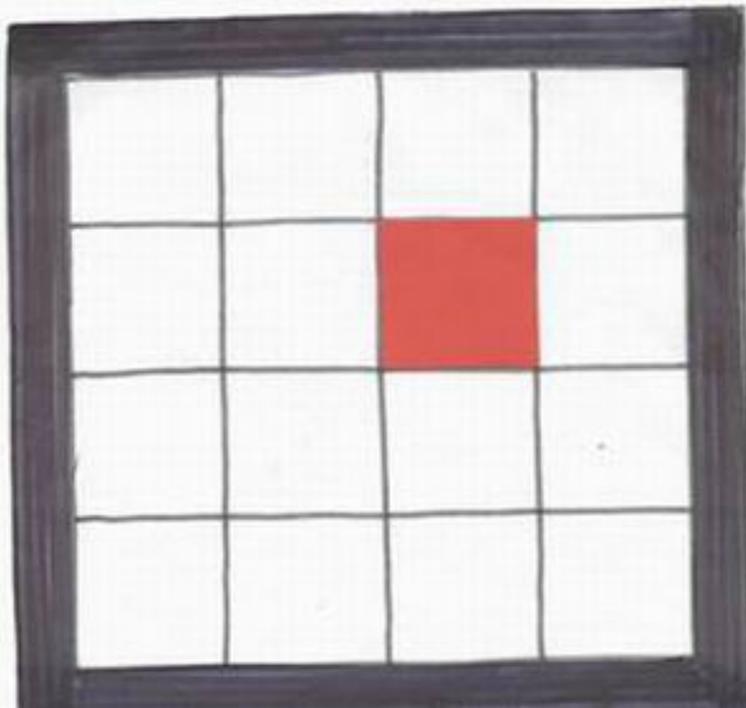


# Memoria di percorsi

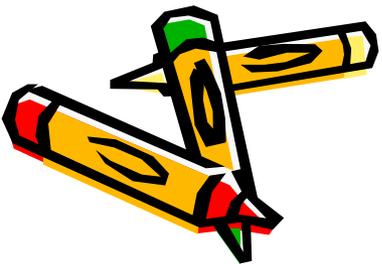
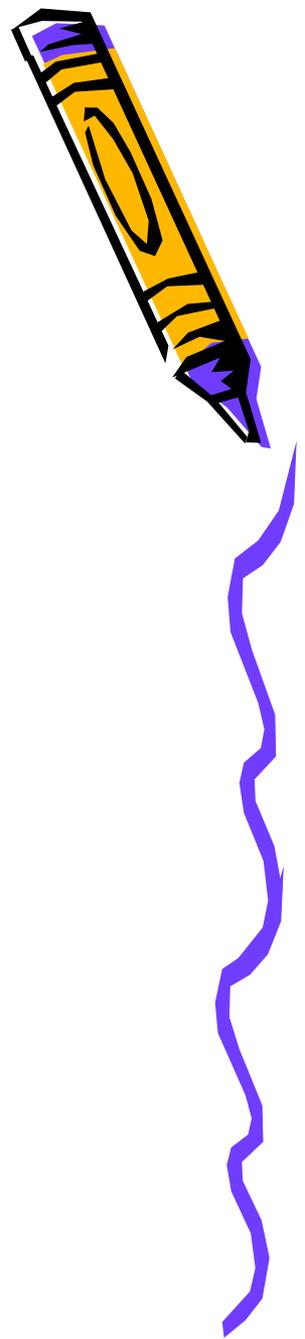


**PROVA 3 (elevato controllo)    DOPPIO COMPITO**  
**1 percorso da 2 a 6 passi**

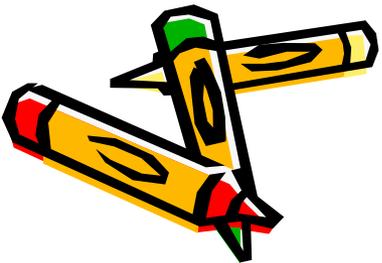
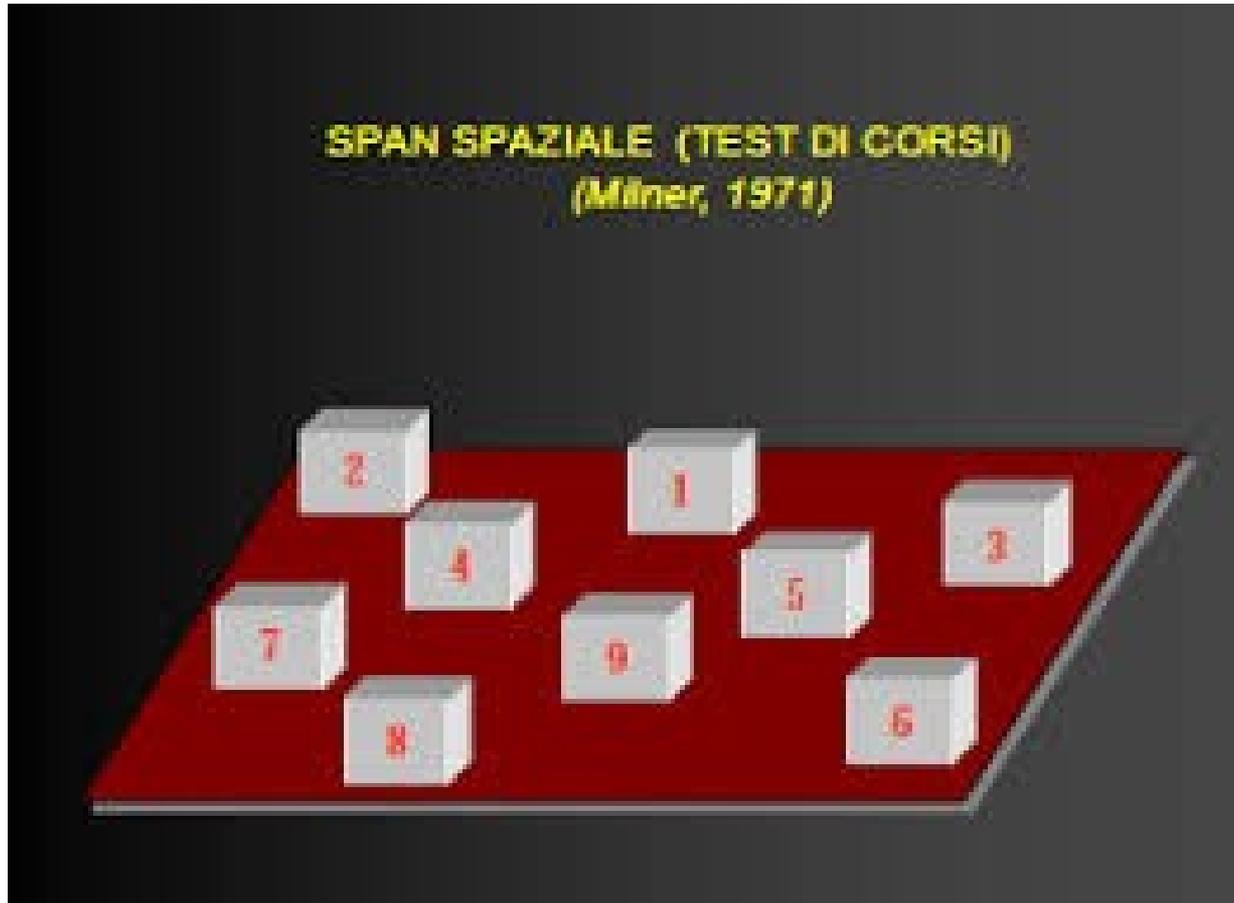
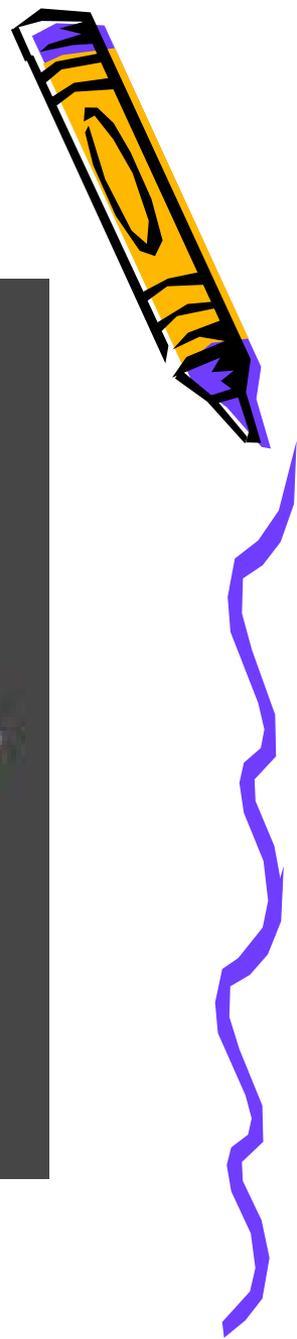
Al bambino viene chiesto di memorizzare la prima posizione del percorso e contemporaneamente battere la mano sul tavolo ogni volta che la rana salta sulla casella rossa



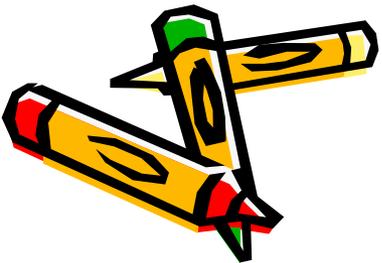
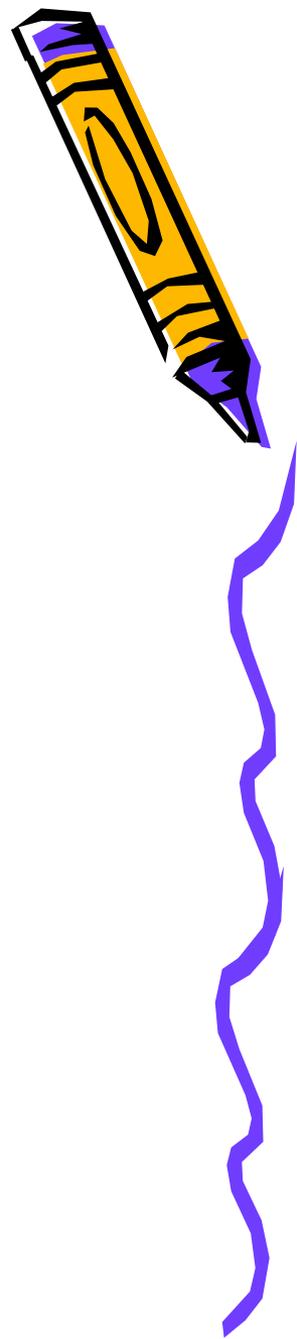
# Test di Corsi



# Test di Corsi



Prove in cui la componente  
dell' EC è elevata?



# AD ALTA INFLUENZA DELL'ESECUTIVO CENTRALE

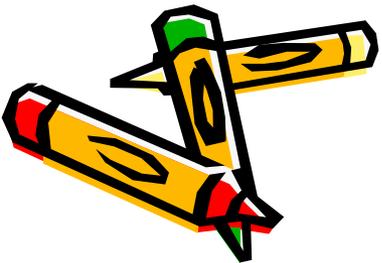
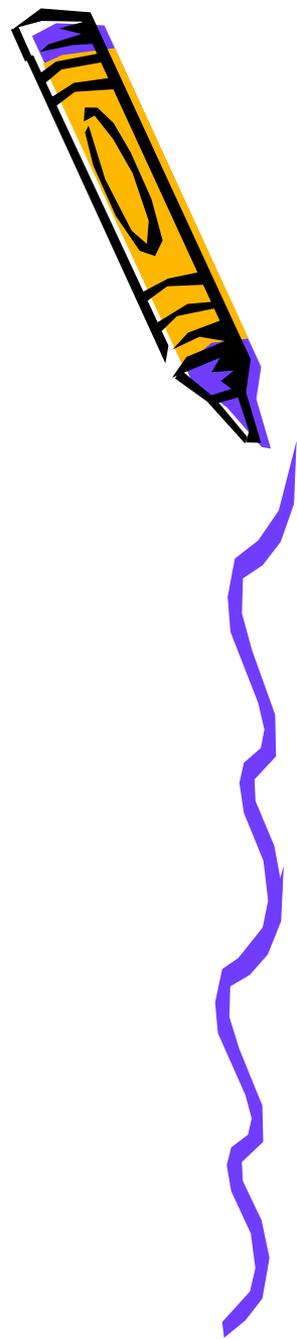
Verbali

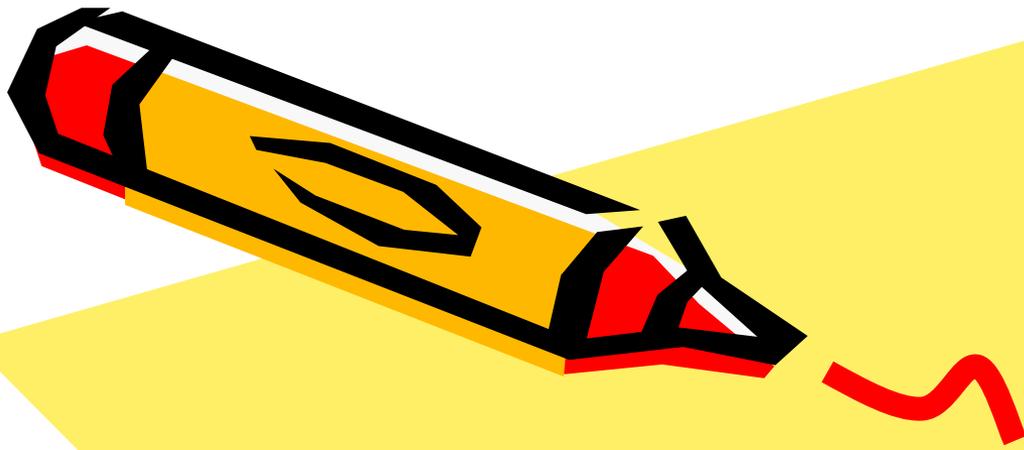
Span INDIETRO (parole, numeri)

DOPPIO COMPITO

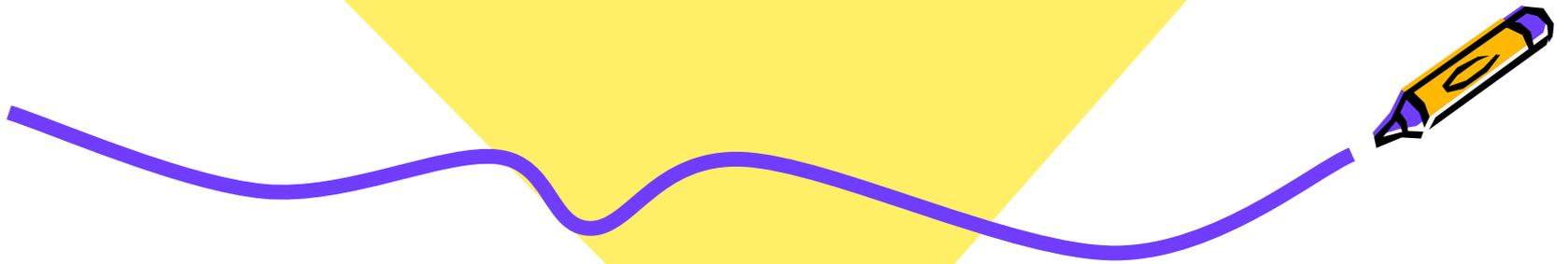
Listening Span

... altri compiti

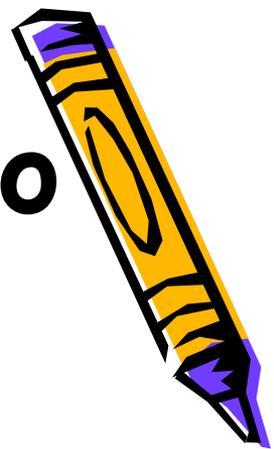




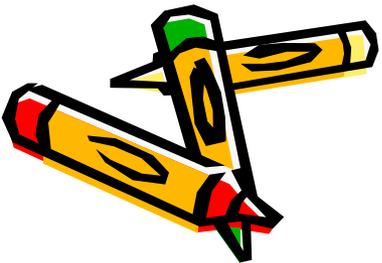
ES Listening Span come prova  
«Attiva» di WM

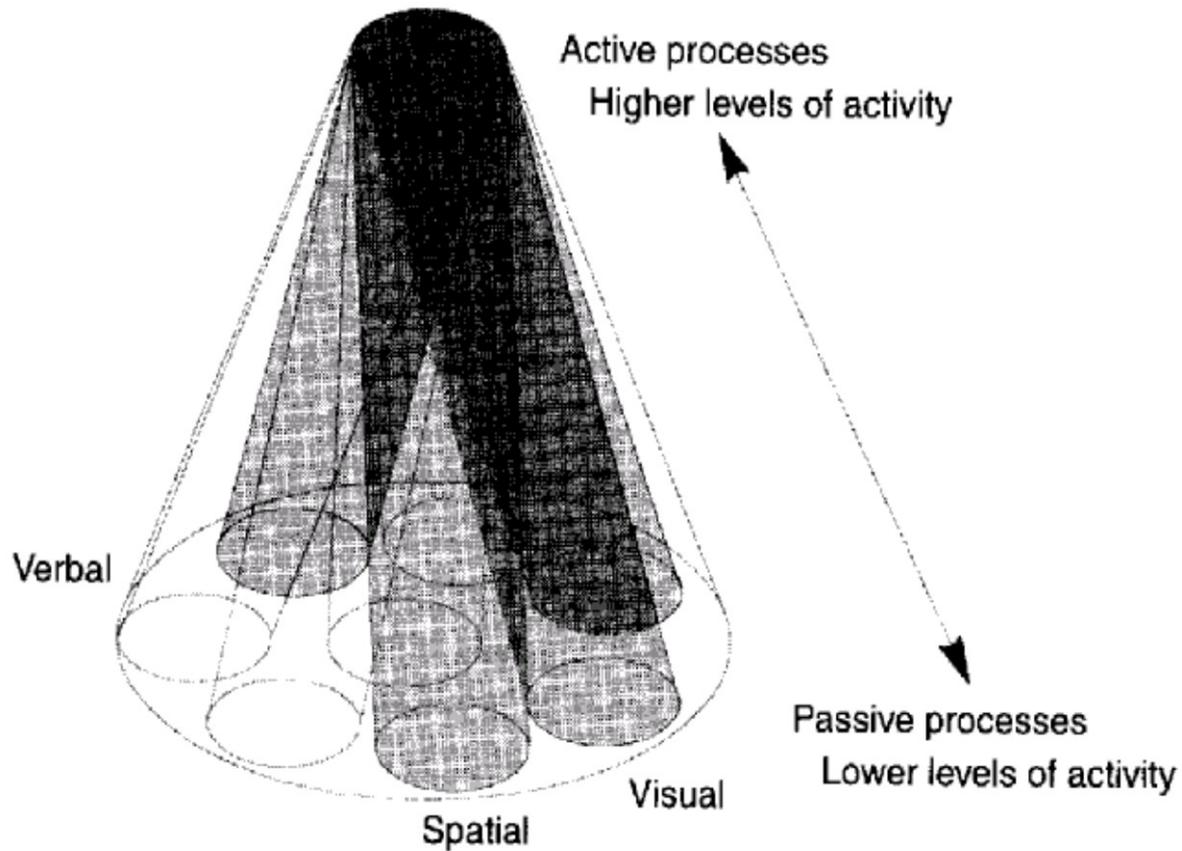


COMPITI «**ATTIVI**» alto  
livello di elaborazione e  
influenza  
dell'EC (Esecutivo centrale)



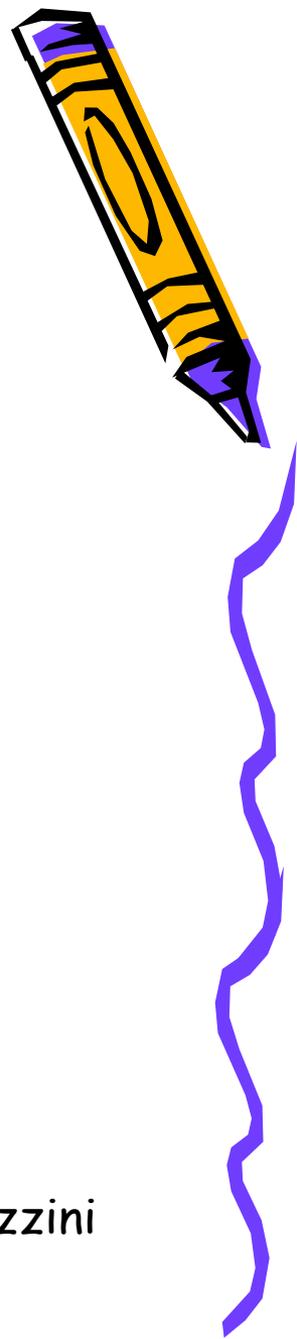
COMPITI «**PASSIVI**» basso livello  
di elaborazione e influenza  
dell'EC (Esecutivo centrale)



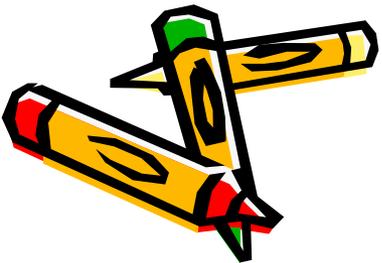


**Figure 8.1.** Schematic representation of the continuity model of working memory (adapted from Cornoldi, 1995; Cornoldi & Vecchi, 2000; Vecchi, Phillips, & Cornoldi, 2001).

# Continuum orizzontale



# Continuum verticale



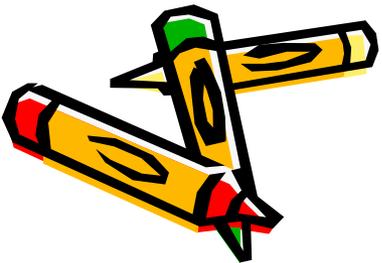
Dibattito fra modelli che hanno magazzini vs no magazzini  
ma processi

# STUDI di Susan Gathercole

→ prove per misurare le componenti di base della memoria di lavoro

Loop articolatorio e taccuino visivo-spaziale  
Esecutivo Centrale

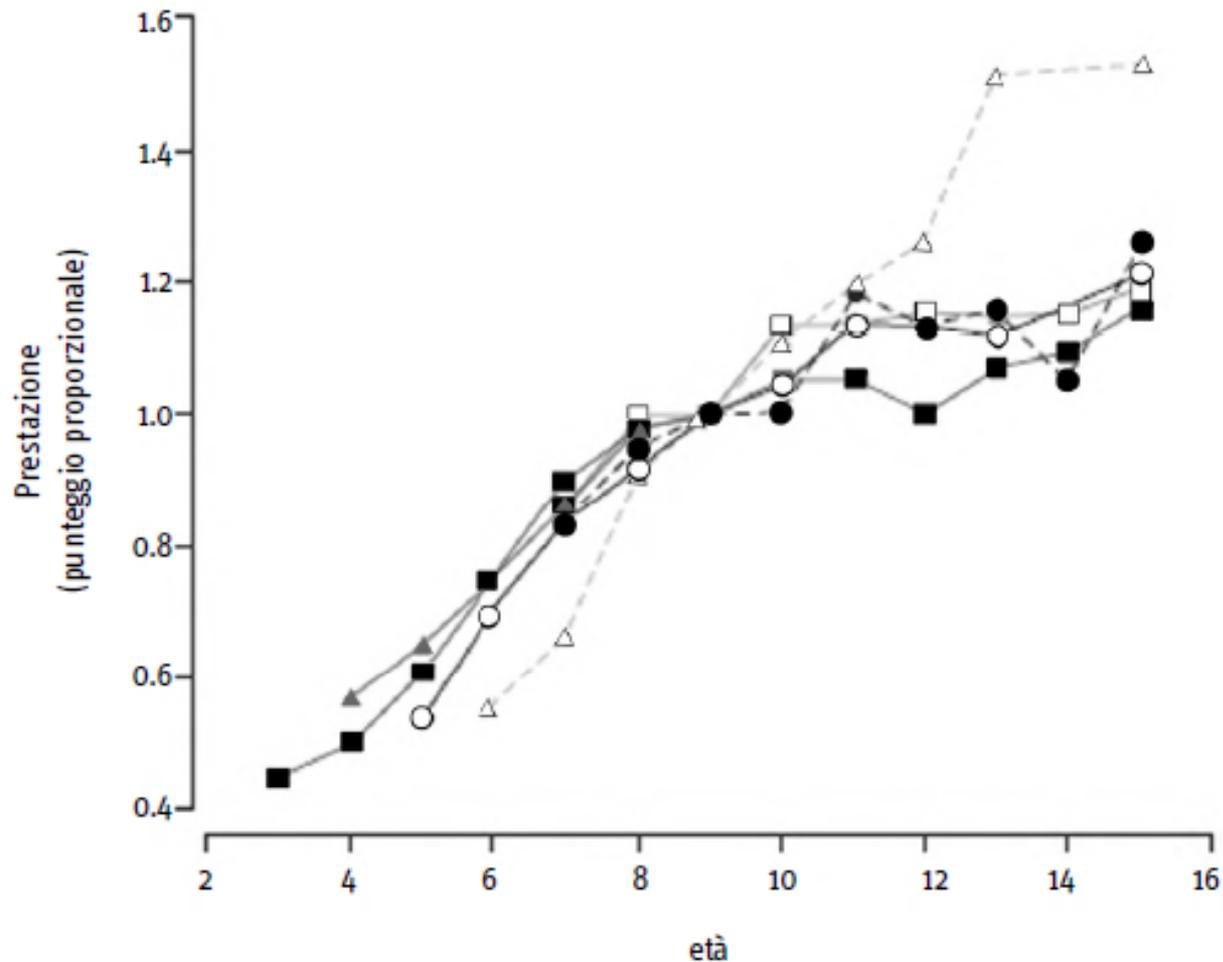
e



vederne le curve di sviluppo

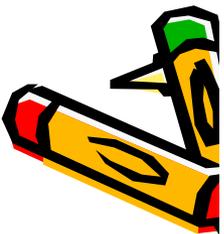
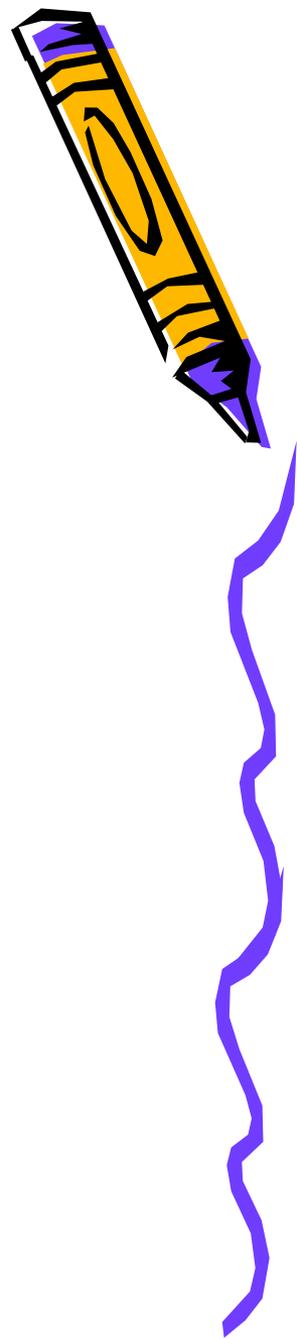


FIGURA 5 Prestazioni in compiti di memoria in funzione dell'età



Legenda: quadrati scuri, span di numeri avanti (memoria fonologica); triangoli scuri, ripetizione di non parole (memoria fonologica); cerchi bianchi, span di numeri avanti; quadrati bianchi, test di Corsi avanti (memoria visuo-spaziale); triangoli bianchi, *Listening Span* (span complessi, memoria di lavoro); cerchi neri, span di numeri all'indietro (memoria di lavoro).

Fonte: Gathercole (1999).

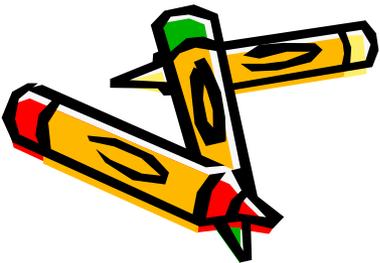


In sintesi:



→ La memoria di ha un forte incremento tra i 5 e 6 anni,

→ le abilità più complesse- span complessi, *che implicano compiti cognitivi di controllo (selezione, rielaborazione, uso di schemi anticipatori e uso di strategie)* hanno una crescita più lenta e continua, fortemente influenzata dallo sviluppo della MLT, dall' istruzione formale e dalla cultura.

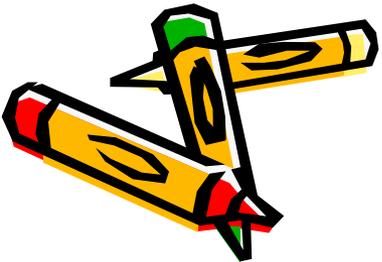
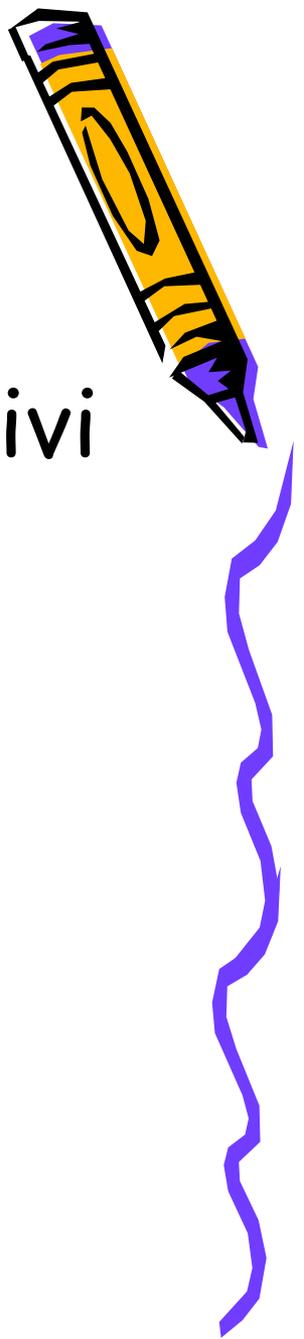


# SINTESI

1 Quali sono i modelli interpretativi della memoria?

2 Per ogni modello:  
Che componenti prevede?

3 Che processi prevede?



# FIGURA REY

Raccolta dati

vederne lo sviluppo

per esercitazione FIGURA REY

## Esaminiamo le linee di sviluppo

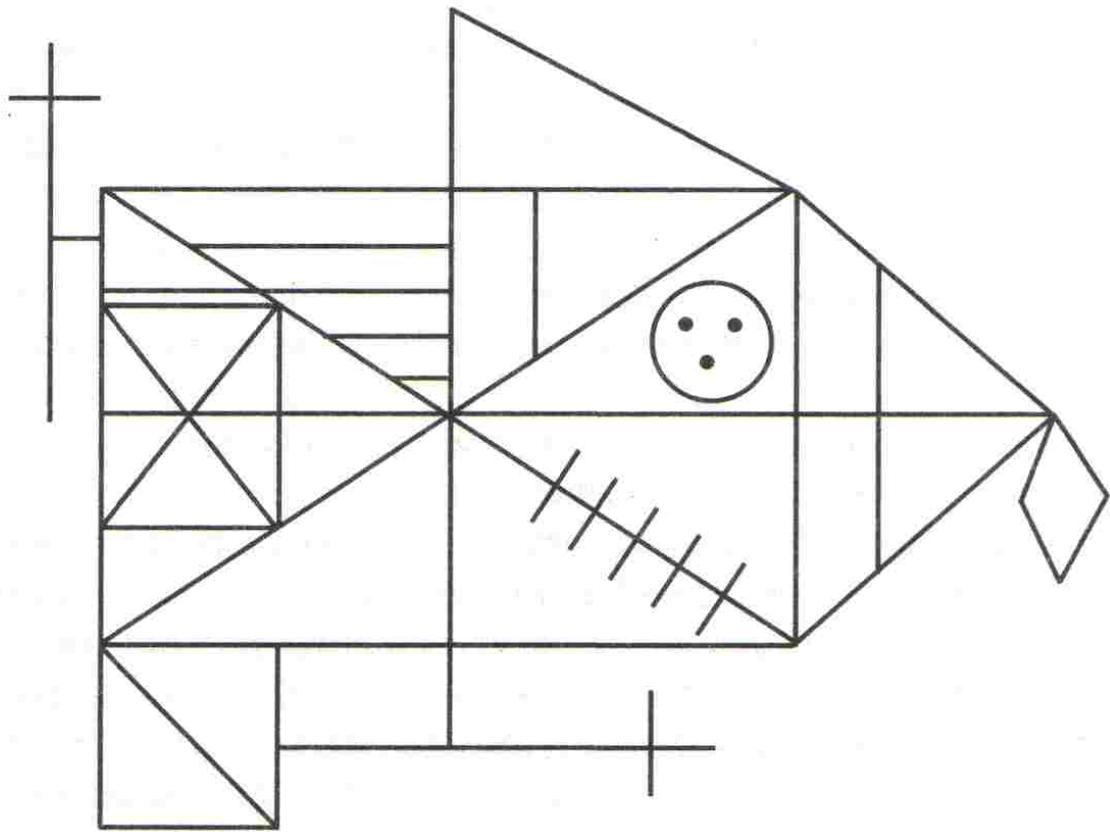
• RACCOLTA O SU BAMBINI

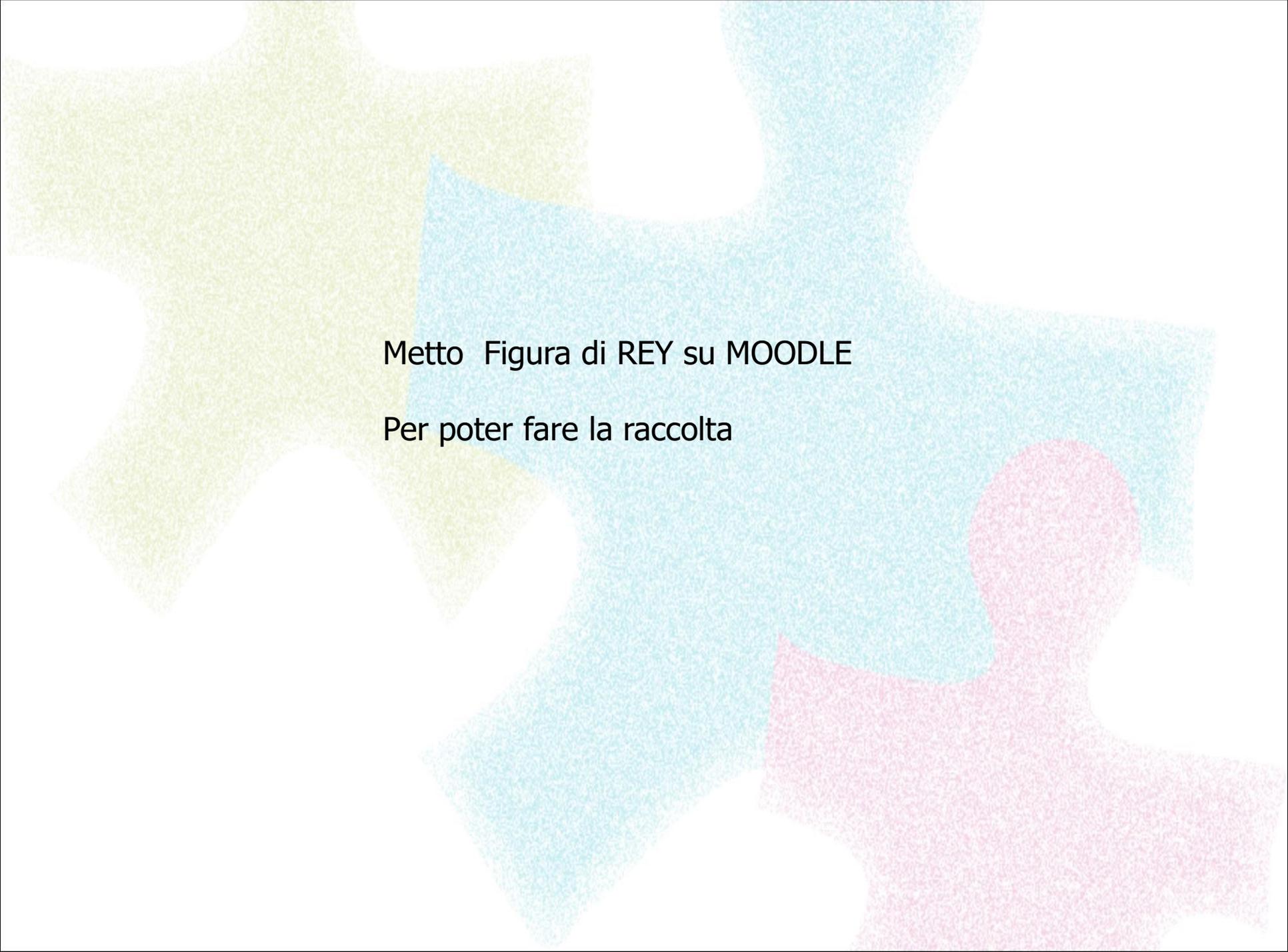
O SU ADULTI- compito di MEMORIA

o su entrambi

E chiedere: perché si dimentica?

cosa ti aiuta a ricordare meglio le cose?

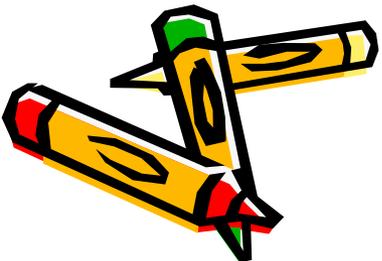




Metto Figura di REY su MOODLE

Per poter fare la raccolta

Grazie !



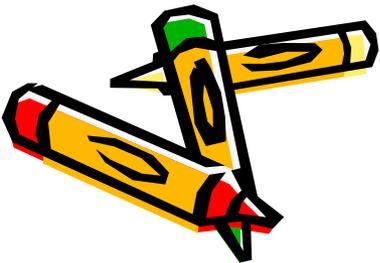
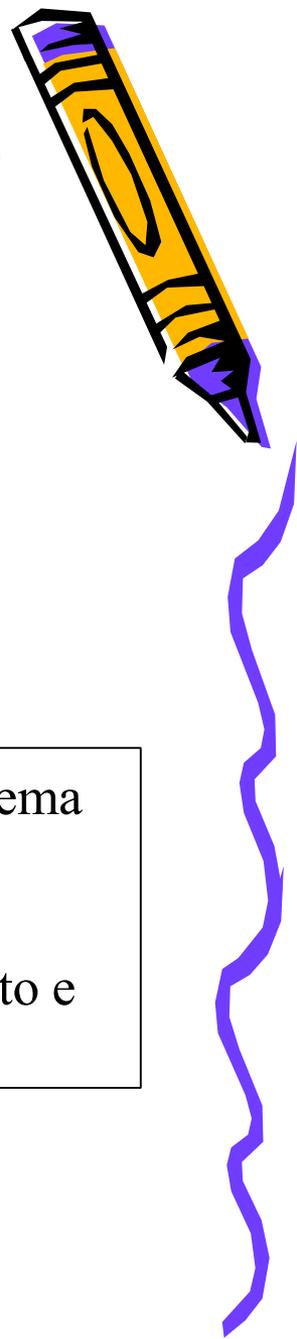
# Lo sviluppo della memoria nella prospettiva del ciclo di vita

*Differenza di memoria fra adulti e bambini?*

Nel sistema di per sé o nell'uso di strategie, e nei tipi di elaborazione?

alcuni risultati:

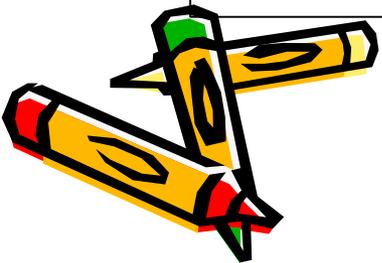
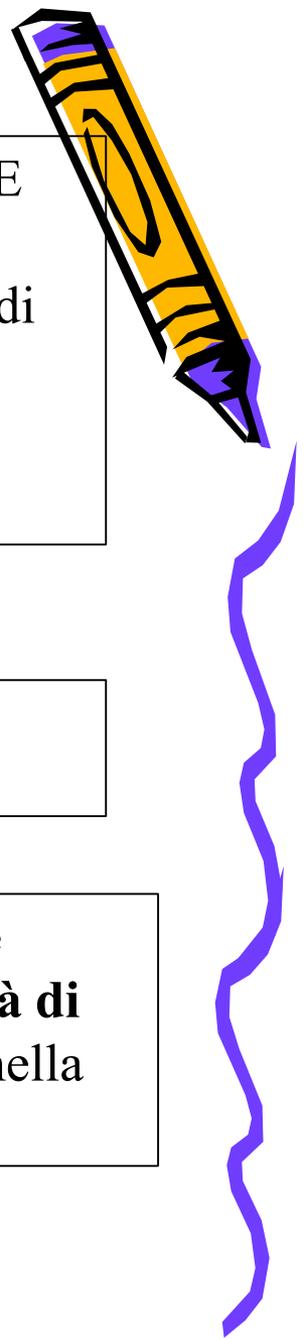
1) subito dopo la nascita appaiono le prime caratteristiche di un sistema di memoria. Età PRESCOLARE, *strategie ancora non consapevoli* (che agiscono automaticamente nella codifica e nell'immagazzinamento). Schemi percettivi guidano il riconoscimento e SCRIPT e schemi narrativi guidano la rievocazione



2) Nell'età scolare aumenta rapidamente la capacità di RIFLETTERE SUI PROPRI STATI MENTALI e controllarli (metacognizione), compaiono STRATEGIE SPECIFICHE. Tra gli 8 e 11 anni sistema di memoria come hardware probabilmente uguale a quello adulto, ma funzionalmente più limitato e con minor conoscenze, minor uso di strategie.

3) Compaiono strategie generali, aumenta la plasticità del sistema.

4) Le differenze tra b. e adulti **sembrano dovute ancora a scarse strategie e a conoscenze più limitate più che a limitare capacità di sistema.** I vecchi vs. adulti più difficoltà nel riconoscimento che nella rievocazione e nelle prove di velocità.



**Vi è un modello di sviluppo della memoria che comprende tutto il ciclo di vita?**

Vi è un riferimento al modello dell'HIP (WM) o modelli costruttivisti neo piagetiani (modificazioni SCHEMI attraverso l'interazione con l'ambiente).

Più che modelli unitari, meglio **parlare di ipotesi esplicative**

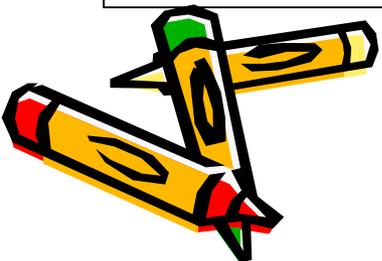
Dello sviluppo della memoria nel ciclo di vita:



1) Ipotesi dell'intelligenza. Lo sviluppo della memoria coincide con quello intellettuale

2) Ipotesi della **capacità**. Crescente ampiezza della WM

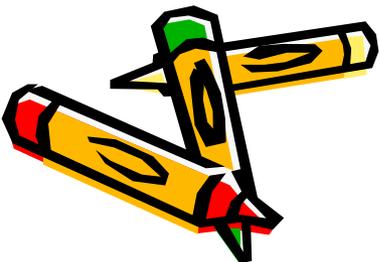
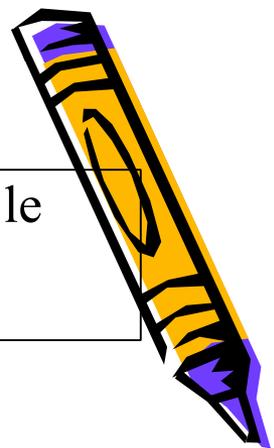
3) Ipotesi della **strategia**. Acquisizione e automatizzazione di strategie per l'apprendimento e la rievocazione  
Cornoldi: ruolo elaborazione attiva



4) Ipotesi della **metamemoria**. Variante della precedente, per cui le conoscenze delle strategie sono un fattore cruciale.

5) Ipotesi della base di **conoscenze**. La memoria dipende dallo sviluppo di conoscenze generali del mondo e di specifici domini.  
Aiuta a organizzare il ricordo

6) Ipotesi della velocità di elaborare l'informazione. Case (1995) ha mostrato che le prove di span e calcolo sono correlate con la velocità di elaborazione dell'informazione. Dopo i 6 anni lo spazio uguale, ma meccanismo più efficiente.



# Cosa declina nell'invecchiamento

Nell'invecchiamento 2 ipotesi:

- ◆ deficit di strategia (nell'utilizzazione e produzione) maggiore lentezza di elaborazione
- ◆ velocità di processamento lavori di Kail (1995)
- ◆ ipotesi difficoltà nei processi inibitori

Aspetti BIOLOGICI. Nella vecchiaia riduzione mielinizzazione e trasmissione sinaptica, riduzione cellule neurali (vedi anche Salthouse (1995) suggerisce che le cause della crescita e declino della M sia la velocità e capacità di processamento)

