



**CALIFORNIA STATE SCIENCE FAIR  
2008 PROJECT SUMMARY**

<b>Name(s)</b> <b>Kirk T. Silva</b>	<b>Project Number</b> <b>J0627</b>
<b>Project Title</b> <b>Are ADHD Students Really That Different?</b>	
<p style="text-align: center;"><b>Abstract</b></p> <p><b>Objectives/Goals</b> The objective is to test the hypothesis that children with ADHD have a better memory when the period of memorization is short.</p> <p><b>Methods/Materials</b> Gather and assemble six large boards with ten pictures on each board. Design test with those pictures and ten more pictures to make a total of thirty pictures. Show the first two boards for two minutes, then take down the boards and pass out test one. Collect test papers. Show the next two boards for five minutes, take the boards down, pass out the corresponding test. Collect tests. Show the next two boards for seven minutes. Next, take down the boards and then pass out the corresponding test. Collect tests. Repeat with all other classes.</p> <p><b>Results</b> During the five minute memorization time, ADHD children did the same as the non-ADHD children. For example, in the first test (two minutes) the average ADHD test score was 28.8 out of 30. Non-ADHD students had an average score of 28.7 on the same test. On test 2 (five minutes) both ADHD and non-ADHD test scores were an average of 28.5 out of thirty. On test three (seven minutes) ADHD students scored an average of 26.5 out of thirty while non-ADHD students scored three points lower: 23.4 out of thirty.</p> <p><b>Conclusions/Discussion</b> My conclusion is that children with ADHD had higher average scores during the period of shorter memorization and during the period of longer memorization, although not by much.</p>	
<b>Summary Statement</b> Does ADHD affect memory?	
<b>Help Received</b>	