Flemish normative data of the Selective Reminding Test as a function of age, gender and educational level

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The selective reminding paradigm (Buschke, 1973) for verbal memory is an interesting learning paradigm that permits simultaneous analysis of long-term storage (LTS), retrieval from long-term storage (LTR), and recall from short-term storage (STM), together with the total number of recalled words (TR), the multiple choice recognition (MCR) and delayed recall (DR). LTR was further differentiated into random and organized LTR according tot the consistently retrieved items on all subsequent trials (CLTR). In clinical practice there is a lack of normative data on this test. In this study we present the results of a normative dataset of healthy Flemish adults.

A total of 2400 adults (1318 females and 1082 males) volunteered to participate in this study. The age ranges from 18 to 89 years. All subject were classified in subgroups: 7 age-subgroups; 2 gender groups; and 4 subgroups based on their educational level.

The results indicate a clear effect of age, gender and educational level on TR, LTR, STR, LTS, CLTR and DR. Older persons and/or subjects with a lower educational level have lower scores. Female subjects perform better on this verbal test illustrating the female advantage in working with verbal stimuli. On DR we see a clear shift in memory decay in function of educational level suggesting that memory decay is more delayed with increasing educational background. The advantage of this selective learning retrieval paradigm offers interesting new perspectives in studying memory processes in healthy and clinical populations in contrast with the conventional free recall memory tests.