

Ideas for Memory

General
<ul style="list-style-type: none">• Monitor the child
<ul style="list-style-type: none">• Evaluate the working memory demands of the learning task by checking:<ul style="list-style-type: none">• the amount of information to be remembered• the familiarity of the content/language• the mental processing demands
<ul style="list-style-type: none">• Reduce working memory load
<ul style="list-style-type: none">• Repeat important information
<ul style="list-style-type: none">• Use memory aids
<ul style="list-style-type: none">• Encourage the child to use strategies
Ensure the child can remember the task
<ul style="list-style-type: none">• It may help pupils if they sit close to the teacher
<ul style="list-style-type: none">• Give brief, simple instructions
<ul style="list-style-type: none">• Be prepared to repeat instructions and explanations
<ul style="list-style-type: none">• Check the child can remember the instructions by asking them to repeat back
<ul style="list-style-type: none">• Encourage the pupil to ask for repetition as required
<ul style="list-style-type: none">• Monitor the pupil – ask them what they are doing and what they intent to do next
<ul style="list-style-type: none">• Information can be resupplied by:<ul style="list-style-type: none">- teacher or peer acting as a “memory guide”- reminding pupil to use memory aid- reminding the pupil to use a memory supporting strategy
<ul style="list-style-type: none">• Instructions should be broken down into separate steps, especially if the task is complex
<ul style="list-style-type: none">• Some pupils need to have information delivered in small "chunks"
<ul style="list-style-type: none">• For tasks that take place over an extended period of time, reminding the child of crucial information for that particular phase of the task rather than repetition of the original instructions, is likely to be more useful
<ul style="list-style-type: none">• Learn rote sequences in small chunks
<ul style="list-style-type: none">• Share the learning intention and success criteria
<ul style="list-style-type: none">• These pupils are likely to remember better when new material is presented in more than one way (e.g. explain and demonstrate)
<ul style="list-style-type: none">• When pupils show that they have a strong preference for a particular learning style, then as much information as possible should be presented in that format
<ul style="list-style-type: none">• Minimise likely distractions e.g. provide a quiet working area
<ul style="list-style-type: none">• Pupils may need more time to remember therefore given them more time to answer, advanced warning about questions that will be asked and more time to complete tasks/tests
Reduce Working Memory Load

<ul style="list-style-type: none"> Identify key learning outcomes at the planning stage e.g. If the outcome is to write a sentence then reduce the length of the sentence.
<ul style="list-style-type: none"> Shorten the overall amount of material to be stored: <ul style="list-style-type: none"> reduce the number of items/steps in a process to be remembered use short, simple sentences
<ul style="list-style-type: none"> Increase the meaningfulness and familiarity of material by, for example: <ul style="list-style-type: none"> reviewing the topic before starting work ask the pupil to write about something they know (i.e. involve long term memory) repeating a task (e.g. playing the same game 3 days in a row)
<ul style="list-style-type: none"> Reduce the processing demands of a task that involves language information by simplifying sentence structure
<p>Use memory aids:</p> <ul style="list-style-type: none"> pupils with working memory problems often find it difficult to use aids/tools effectively so they need to be given practice in use of memory aids in order to master the basic skills before using them in more complex tasks using calculators, word processors, printed notes, wall charts, open book tests etc may allow a pupil to continue to learn without experiencing a discouraging memory overload while doing maths problems these pupils should rely as little as possible on mental computation (e.g. write down the number to be carried, use a number line, table square, cubes etc). While solving word problems they should be encouraged to use scrap paper to write out all the steps, so they don't lose their place or forget what they were doing in the middle of their problem solving help them organise their learning by using checklists/diary/visual schedule/ task boards/timetables note taking – younger pupils may use symbols or drawings
<ul style="list-style-type: none"> Restructure complex tasks by: <ul style="list-style-type: none"> breaking the task down into a series of small steps (pupil may self monitor and check off each step on completion) prompting
<ul style="list-style-type: none"> Stress doing one thing at a time
<ul style="list-style-type: none"> For many of these pupils recognition memory is easier than retrieval. Ask questions, like "It has been said....what do you think of that? Such questions enable a pupil with memory difficulties to participate in class discussions without having to rely heavily on the rapid, precise recall of large portions of material from memory.
<ul style="list-style-type: none"> Open questions which have more than one possible correct answer are often preferable for these pupils
<ul style="list-style-type: none"> When possible provide opportunities for the pupil to demonstrate their understanding of concepts and procedures without heavy reliance on memory, e.g. writing a report or completing a practical topic based task instead of taking a test.
<ul style="list-style-type: none"> These pupils may need to be given more time or asked to complete fewer questions during tests
<p>Encourage Self Help</p>
<ul style="list-style-type: none"> Develop the child's use of strategies for supporting memory – success depends on training, practice and continued support
<ul style="list-style-type: none"> All pupils can benefit from learning about how memory works and about the kinds of

strategies that can be used to make it work better. Being aware of our memory strengths and limitations can enable us to deploy compensatory strategies very effectively. The strategies deployed may be idiosyncratic!

- Teachers should discuss/teach/encourage the pupil to develop strategies to overcome memory problems.

Memory Strategies:

- **Visualisation** - form a mental image of the word/idea/concept/event, e.g. remembering the name "tree" by visualising an actual tree
- **Sub-vocalisation** - talk yourself through the task
- **Mnemonics** - e.g. a telephone number "136794" - my age - my door number etc
- **Naming** - name objects aloud as they are learned
- **Rehearsal** - repeat instructions/sequences in order to remember them (Useful for storage only tasks)
- **Grouping** - categorising items to aid recall
- **Linking** - creating "mind maps" or "semantic links" when learning new vocabulary (e.g. pairs/associations - table - chair)
- **Remembering information in "chunks"** (e.g. telephone number 031 - 643 - 899 - 28)
- Pupils should be encouraged to share their own ideas and experiences connected with memory. In this way we can enhance metamemory.

- Encourage pupils to ask for help/repetition when information has been forgotten.

- Help pupils to learn and then apply the skills of paraphrasing and summarising. Teachers can model how to paraphrase/summarise material and then provide them with opportunities to practise this skill after reading, listening, observing or participating in extended activities.

- Teach the pupil how to make effective and concise notes

- As they get older, children who have difficulties in this area need to keep lists and notes to relieve the burden on memory.

- Help pupils to develop ways of identifying important information
 - underline/highlight key points as they read and at the end of each page they need to reread what they have underlined/highlighted. In addition to underlining/highlighting they should be encouraged to asterisk very important points, write key words or brief comments in the margin and, in general, use many different ways of indicating different degrees of importance
 - Post-it notes can be used to write key words or phrases on and at the end of the chapter, they can remove the notes and place them on a board/wall/table where they can read across to review the chapter in their minds. Key information could be displayed as a mind map. Here pupils are transferring their working memory to an external space.

- Encourage active recoding while studying (e.g. charts, tables, diagrams, mind maps)

- Encourage self-monitoring following task completion (e.g. use success criteria to make sure they have covered all the key steps/points and not missed anything out)

- Some pupils benefit from verbalising what they are doing while they are working. Whispering under their breath or intermittently summarising what they have done and what they still need to do can bolster working memory.

