

Classroom strategies for supporting auditory memory

If a student finds it difficult to remember a lot of spoken information:

- Reduce the amount of information given in one go; avoid dictation
- Support spoken information with visual information – gesture, drawing, writing, schedules, timetables, pictures, signs
- Make sure information on paper runs from left to right, top to bottom;
- Encourage note taking via words and pictures by helping them identify the main words;
- Repeat yourself if necessary, emphasising the main, important words;
- Encourage memory techniques – repeating to self, visualisation, note-taking with words and pictures, mind maps.

Memory Strategies for the student to use

Introduce each strategy carefully, practising it several times before you expect a student to use it spontaneously or in structured situations. Students may find some strategies help them more than others. If so, practise these more and let the student get more confident with these.

1. Rehearsal – repeating aloud.

Demonstrate to the student what this means e.g. repeating a new phone number. Give the student lists of words/numbers and ask him to rehearse it, then say it back to you. Try this with instructions of increasing length and complexity.

2. Visualisation – picturing things in your heard

Say lists of words. Ask the student to picture these objects in different places around the room.

3. Grouping/categorising/organising – a mind map.

It often helps us remember information once it's organised. Practise organising info with a spider chart/web, networking or a Venn diagram. Practise categorising with pictures and then written words.

4. Note taking – writing, drawing,

Read short stories/talk about your weekend/interests while the student uses a story grid to draw/write notes. Start off by asking the student to tell you their news/a story and you doing notes to demonstrate how it's done. Highlight or underline key information in a written text. Use a white board to note down key words, diagrams, pictures etc.

5. Using fingers to remember a list

Get the student to read/tell you a list of a few instructions and use your fingers to remember these e.g. 1 – wash hands, 2 – get book, 3 – get glasses. Then reverse roles.

6. Use mnemonics

Get students to make their own up and/or share some you know already. The funnier the better – we remember things best that are fun!

7. Explain it to someone else

Encouraging students to do this, helps check what they have remembered and gives them opportunity to clarify things.

8. Associations

Some students find it easier to remember things if they link it with something personal, or something that sounds or looks similar

9. Associate it with an action

Add gestures to key vocabulary, particularly science – move your hands and body to give clues about the words meaning

E.g. flexible = make your body bend about,

rigid = stand still and straight.

opaque = cover your eyes,

translucent = hands over your eyes, put with gaps between fingers,

transparent = hands away from eyes.

Different people use different strategies to help them remember information.

Make sure students are aware of:

- **Which strategies they find useful**
- **Which strategies they are using at any one time**
- **Whether the strategy they are using is effective**

And don't forget to use the strategies!!

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