

## Strategies for Improving Memory

Older pupils respond well to **metacognitive approaches** i.e. techniques designed to promote understanding of their own memory limitations that lead to the development of appropriate compensatory strategies.

### Training Activities

The emphasis is on variety and stretching the pupil steadily in each training session. Discuss with the pupil how they respond to each activity and how this activity could support their learning.

### Auditory- verbal

#### I went to the supermarket

- Say sentences of increasing length and complexity.
- Pupils repeats back.
  - I went to the shop and bought one pencil, two pens, three cans of juice, four packets of crisps.... etc

This can be played as a 'round' with each person adding an item.

As pupil becomes more skills, number sequences may be omitted or scrambled.

#### Find the changed (or missing) word

- Say a sequence of words (e.g. cat, dog, gerbil, spider, mouse)
- Repeat and change or miss one word out
- Pupil identifies the change.

This can be made easier by changing the word to something silly.

This can be made more complex by increasing the number of words and/or missing-changing more than one word.

#### What's their job?

- Give pupil a list of names-occupation associations. (e.g. Mr. Parker the painter, Miss Brown the baker, Mrs. Aitken the teacher, Mrs. Clarke the electrician.)
- Ask the pupil to recall one. (e.g. Who was the teacher? / What is Miss Brown's job?)

To begin with this can be made easier by using occupation stereotypes.

## **Word repetition**

- Give a sequence of unrelated words. (e.g. hat, pencil, mouse, pig, book)
- Pupil repeats them in the correct order

This can be made harder by gradually extending the list.

This can be made harder by making the words semantically related.

This can be made even harder by making the words phonologically related. (e.g. fish, fox, phone, fizz)

- Adapt for use with numbers (digit repetition), single letters, blends etc

## **Strategies for Improving Visual Memory**

Memory difficulties experienced by many pupils are phonological rather than visual, and pupils can often have excellent visual skills.

However, some pupils can have difficulty remembering information that is presented visually. They can struggle with whole word reading activities. e.g. Recognition and spelling of tricky words / Reading accurately with pace.

They can find learning and revision difficult and will require support with study skills.

While visual memory training may be beneficial, the most effective support is use of a systematic and progressive multi-sensory approach, building on auditory and kinaesthetic strengths.

## **Training Activities**

### **Visual memory**

#### **What's wrong here?**

Recalling visual images of relevant objects.

- Use a picture of everyday things with part of the picture wrong. (e.g. House with door in the roof; Person with hands on backwards)
- Pupils identifies what it wrong.

#### **Kim's game**

- Put an array of objects on a tray (or a picture of an array of objects)
- Pupils scans for a minute or two.
- Pupil remembers and says as many object names as possible.

## **Symbols**

- Show a sequence of symbols, letters or shapes. Increase the length.
- Jumble them up.
- Pupil rearranges them in the original order.

This can become more of a verbal task than a visual task. To practice visual skills have stimuli which are not easily verbally coded.

Who lives here?

- Use picture of well-know people. (Can be cut from magazines)
- Use a set of houses of different appearance e.g. different colours.
- Match the people to the houses and then jumble them up.
- Pupil rearranges them in the correct relationship.

Be aware that, as the people are given names, the task may become more verbal than visual.

## **Pelmanism**

- Lay matching pair cards on table, with back side up.
- Pupil turns two cards over to match them.
- If the pupil has remembered where the matching pair is correctly, they are removed from the table.
- Take turns until all cards are removed.
- Winner has the most pairs.

## **Card games**

- E.g. Snap, Happy Families are useful for developing visual memory skills.