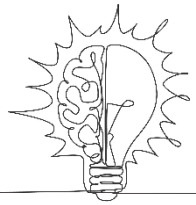
Strategies to Support Memory[1]



Memory is an important skill that is used for a range of everyday tasks at home and within the classroom.

Memory is set of complex brain-based processes that have been studied a lot. In this document, we are thinking about memory in three main categories:

Auditory Memory	Visual Memory	Working Memory
Refers to the ability to recall information that has been presented verbally/auditorily. Difficulty with auditory memory can make transferring this information into long-term memory very challenging.	Refers to the ability to recall information that has been presented visually. Difficulty with visual memory can make learning sight words very challenging.	Refers to the ability to remember information that has been presented either auditorily or visually[2], and at the same time, manipulate or think about that information. Difficulty with working memory can make it very difficult to follow multi-step instructions, comprehend what you are reading, recall details of stories or daily events, and write sentences and assignments.

We can support children with their memory using the following strategies:

Routine and Structure:

- Establish a daily routine and structure. Consistency can be helpful for memory, as it reduces the cognitive load associated with constant changes.
- Provide a count on the number of steps in a task (e.g. 6 new words to learn, 3 are verbs relating to cooking and 3 are adjectives describing taste).

Limit Distractions:

- Create a quiet and focused environment, especially during tasks that require concentration.
- Minimise distractions. This can help improve attention and memory.

Attention:

- When giving instructions, ensure you have the child's attention first by calling their name and looking toward each other.

Adequate Sleep:

- Ensure that students get enough sleep each night. Sleep is crucial for memory consolidation and overall cognitive function.

1 Information adapted from AUSPELD *Understanding Learning Difficulties: A Practical Guide (Revised Edition)*.

[2] Speech-Language Pathologists measure and support auditory working memory, also known as phonological working memory.

© Speech Pathology Tasmania 2023 by R. Kavanagh (SLP)
This resource has been created by SPT for the benefit of our clients. Please do not copy or reproduce this information without giving credit to Speech Pathology Tasmania.

Brief Instructions/Activities:

- Keep instructions short and simple.
- Reinforce instructions using written or visual checklists.
- Ask students to repeat instructions after hearing them. This ensures they hear the information more than once. This supports recall of information. It also allows you to check that they have the right information.
- Structure longer tasks into short blocks with a clear beginning and end.

Visuals and Demonstration:

- Provide demonstrations of tasks as well as verbal instructions:
    - demonstrate as you talk
    - use diagrams and illustrations
    - use mind maps and flow charts.
- Support verbal information with visual supports (e.g. visual checklists and visual schedules).

Reinforcement:

- Respond positively, and with understanding, when the student asks for repetition or clarification. Don't tell them off. Help them. This will give them confidence to seek your help next time they struggle.



© Speech Pathology Tasmania 2023 by R. Kavanagh (SLP)
This resource has been created by SPT for the benefit of our clients. Please do not copy or reproduce this information without giving credit to Speech Pathology Tasmania.