Developing Auditory Memory Skills

Strategies

- Only give the child one piece of information at a time
- Allow the child to process this before more information is given
- Gradually increase the number of items/ amount of information the child has to remember
- Split instructions into smaller segments to make it easier for the child to remember
  e.g. 'Go to the office…..ask for the key…..and take it to Mrs X'
- Encourage the child to repeat messages and instructions back to you to ensure that they have remembered the key pieces of information
- Provide visual support such as writing key words, picture or symbols on the board to act as reminders
- Use simple checklists to help the child remember what to do
- Encourage the child to tell you when they have been given too much information and let them feel that it is a sensible thing to do and not an admission of failure
- Encourage the child to practice saying key words over and over to themselves to help them remember

Find more information and advice on the NHS Speech and Language Therapy Service in Bedfordshire and Luton on the website or Facebook page: www.childspeechbedfordshire.co.uk

LIKE US ON facebook

www.facebook.com/paedsltlutonbedfordshire

@paedsltlutonbedfordshire

Or search: 'Children's Speech and Language Therapy in Luton and Bedfordshire'

Activities for Auditory Memory Skills

Messages

- Give the child opportunities to collect or borrow things from other areas of the school and increase the complexity of the message as s/he becomes more able
- Ask other teachers to provide the child with a reply

Recalling Events/ Stories

- Encourage the child to recall and describe recent activities. Give clues and prompts to help if s/he has not retained the information
- Read stories to the child and encourage him/ her to retell them
- Use the news telling clown (who, where, when, what, why, feelings) to act as a visual prompt to help children remember

Memory Word Games for the Whole Class

- Shopping Game- each child must remember the last items bought and add a new one e.g. 'I went shopping and I bought….'
- Minister's Cat- each child provides an adjective for the cat alphabetically, taking turns e.g. 'The minister's cat is angry, bold' etc
- Give the child a password that s/he must say before entering the room
- Key Word and Action- the class are given a key word for the day e.g. pineapple, with an accompanying action. Throughout the day the teacher says the word and the child responds

Visual Memory

- One child leaves the room and the others have to describe what s/he looks like
- The children have to copy actions demonstrated by the leader
- Kim's game- show a tray of objects and then remove them. The children recall what was on it

Sequencing Games

- Each child thinks of an animal noise. The teacher names four animals and those children make their noises in the correct order. Gradually increase the length of the sequence
- Clap patterns for the children to copy. Gradually increase the complexity.

Find more information and advice on the NHS Speech and Language Therapy Service in Bedfordshire and Luton on the website or Facebook page: www.childspeechbedfordshire.co.uk

LIKE US ON facebook

www.facebook.com/paedsltlutonbedfordshire

@paedsltlutonbedfordshire

Or search: 'Children's Speech and Language Therapy in Luton and Bedfordshire'