

As children get older they need to learn ways that will help them to learn and revise independently but as young children parents can adapt what they do to help if their child has memory difficulties.

Things parents can do to help their child if he/she has memory problems

1. Get your child's attention before expecting them to remember something

- Highlight important points
- Refocus their attention if they lose it
- Get them to look at you
- Have them sitting so they can see your face
- Indicate important bits
 - By tapping a rhythm
 - Or indicating visually

2. Adapt your language

- Say it more slowly or faster (ask person doing Mastering Memory what speed is best)
- Pause between sections
- Chunk the information
- Write keywords if this helps
- Repeat as requested
- Allow your instructions to be recorded (so the child can re-listen)

3. Organise how any information is presented

- Give frameworks / structure
- Know what the child's Magic number is (find out from person teaching Mastering Memory) and use this when giving lists of instructions

Don't overload the memory -the same information organised to fit the memory capacities of the learners can be remembered more easily. This is true for adults and children

4. Help your child get in a good state for remembering

- Believe your child can remember (they will pick up if you think they can't do it)
- Reduce the stress
- Let them know it is OK to make mistakes
- Let them know they can ask for help
- Motivate your child to remember the information
- Explain why you are doing a task
- Make it fun
- Let them know you can repeat it different ways
- Explain when the task will end
- Make your child feel relaxed and confident in their ability to learn
- Praise
- Help the child to concentrate
- Encourage Persistence

5. Decide where they do their homework

- this needs to be the most appropriate for your child
- away from visual distractions
- away from other distracting children
- in a quiet corner
- near an adult for support

6. Give instructions in the style that suits your child's memory

- find out the modality / modalities that he/she prefers (ask the person teaching Mastering Memory)
 - use these to present important information
 - use these to support learning of any subject area
- Auditory
 - Read stories to him/her
 - Give him / her audio books
 - allow things to be recorded
 - record the vocabulary / definitions used in their lesson
- Visual

I am not listing lots of ideas here as this area is often talked about now and everyone has lots of ideas to help.

This concept is often over emphasised to the exclusion of other important considerations. However the baby should not be thrown out with the bathwater because, for some children, (and if the assessment of strengths is done not with a quiz type questionnaire, but properly) adapting the learning to the preferred modality can make a **huge** difference.

It is only really useful for independent or 1:1 learning as doing different styles for 30 children in class for every topic is hard work logistically.

7. Help organisational problems

- Have sets of spare equipment
- Set up behaviour reward chart for remembering
- No punishment for forgetting
- Colour code books / lesson / timetables (make tags on school bag with colour codes for each day)
- Make a Reminder list of
 - what is needed
 - what to take to school on each day
 - what to bring back
- Have a timetable such as the Student Organiser Pack www.studentorganiserpack.co.uk and show visually
 - where they are today
 - holidays
 - birthdays
 - when things are due in
- Help your child to do these things themselves and take responsibility
- Start by choosing one of these and work slowly
- Make a system of checking BEFORE they leave the house

8. Remind your child of the techniques/strategies they could use as you give directions or instructions

If you have been using a program such as Mastering Memory and learning memory strategies, talk about the strategies that could help them to remember better in the classroom

For example

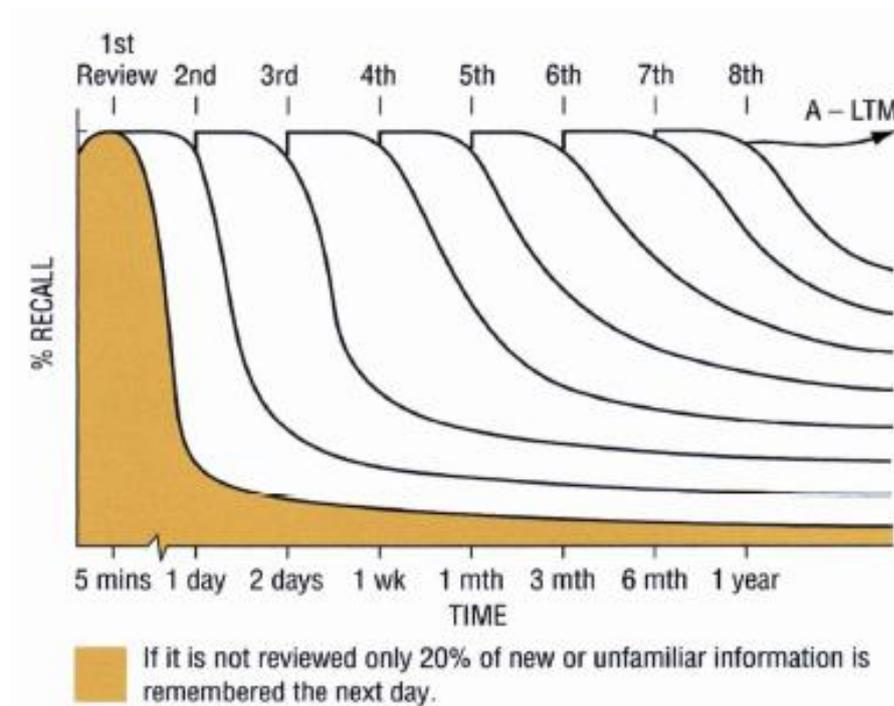
- Say it to yourself
- Draw pictures
- Make pictures/ideas in head
- Look at cue cards
- Think what it's like (similar to)
- Link items
- Group ideas

9. Reward

- Praise
- Immediate feedback
- Mediate - how to do differently

10. Review

Effect on recall of a properly planned revision programme



Reviewing can be part of independent learning or done by a teacher or LSA at the end of a lesson and the start of the next lesson. Often Parents take on the job of reviewing and use a concertina file or program like Time to Revise. It teaches good habits and reminds learners not to forget previous work and that even once a topic has ended it is not to be forgotten as the information will be required in the future and in exams. It develops automaticity of memory and ease of retrieval. Some children can learn stuff but not recall it when required and at speed; reviewing helps those children.

- Say important facts to yourself
- Tell someone what you learned
- Make up questions on the last lesson
- Recall the three most important facts
- Recall vocabulary learned last lesson
- Make Memory Cards
- Enter facts into reviewing program such as Time to Revise
- Make up quiz questions for other family members

11. Reflect

- Get your child to say what was easy to remember and why
- Get them to say what helped them
- And what they could try and do next time