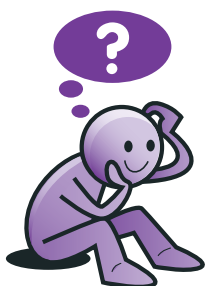


Section 5.2

Learning to remember and then say the names of two things

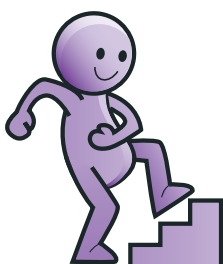


Why is this important?

Verbal understanding can be likened to a 'list' of things that need to be remembered in order to carry out a task. For example, in the two-word level instruction 'Give Sam a cup', the child has to remember 'Sam' and 'cup'. If children can't do this, it may be that their auditory memory is not yet sufficiently developed. Auditory memory can be improved with practice.

What to do

- Gather together a selection of pictures of everyday things. These could be cards or cut out from magazines.
- Place a few cards (e.g. six) face-down on the table.
- Choose two cards but don't show them to the child.
- Look at your cards and say what they are (e.g. 'I've got a dog and a table').
- Ask 'Can you remember what cards I've got?'
- If the child is right, show your cards and reinforce: 'Well done! A dog and a table!'
- If the child finds it difficult or remembers just one item, repeat what cards you have, emphasising the key words (e.g. 'I've got *dog* and *table*').



Step up

- Work towards remembering three cards.
- Choose different vocabulary (e.g. action words, not just the names of things).

Step down

- Start with only one card.
- Use gestures/signs for the key word/s.
- Prompt the child by saying the first sound or by giving a clue (e.g. 'It begins with 'd'', 'It's an animal; it says 'woof'').
- Allow the child to see the card first. This involves visual memory too and thus makes the task easier.
- Choose items that are within the same semantic category (e.g. animals, transport) not mixed vocabulary items.

