

Section 6.10

Learning to remember and then say the names of three things

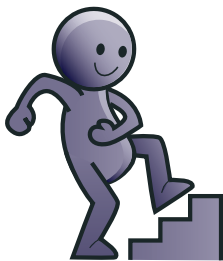


Why is this important?

Verbal understanding can be likened to a 'list' of things that need to be remembered in order to carry out a task. If, for example, a three-word instruction is given (e.g. 'Wash doll's face'), the child has to remember 'wash', 'doll' *and* 'face'. If he/she can't do this, it may be that auditory memory is not yet sufficiently developed.

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 (i.e. four) face-down on the table.
- Choose three cards but don't show them to the child.
- Look at the cards and say what they are (e.g. 'I've got a hat, a cup and a pencil'). Ask:
 - ★ 'Can you remember what cards I've got?'
- If the child is right, show your cards and reinforce:
 - ★ 'Well done! A hat, a cup *and* a pencil!'
- If the child finds it difficult or remembers only one or two items, repeat what cards you have, emphasising the key words (e.g. 'I've got *hat, cup and pencil*').
- Try the activity with some action pictures (e.g. 'doll is sitting', 'boy jumping bed'). Can the child copy these three-word phrases?



Step up

- Work towards choosing four or more cards.
- Choose different vocabulary (e.g. action words, not just the names of things).

Step down

- Start by turning over one and then two cards. Can the child remember the items?
- Allow the child to see the pictures first.
- Prompt by saying the first sound or by giving a clue (e.g. 'it begins with 'd'', 'it's an animal', it says 'woof').
- Use items within the same semantic category (e.g. all food, all animals), rather than mixed up items.
- Keep the order the same – left to right – to help the child use the sequence to remember the items.

