

## Section 8.9

# Learning to remember and then say five things

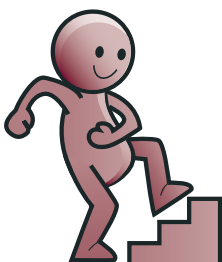


### Why is this important?

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 four- or five-word instruction is given (e.g. 'Wash doll's face and hands'), the child has to remember 'wash', 'doll', 'face' and 'hands'. Auditory memory is also a factor in being able to process longer instructions.

### What to do

- Gather together a selection of pictures showing familiar actions. These could be cards or cut out from magazines.
- Place a few of the cards (e.g. six) face-down on the table.
- Choose a card but don't show it to the child.
- Look at the card and make a sentence about the picture (e.g. card shows 'cat chasing mouse' – you say 'cats like to chase mice').
- Ask the child 'Can you remember what I said?'
- If the child responds correctly, show the card and reinforce by repeating the child's efforts straightaway.
- If it is difficult or only one or two words are recalled (e.g. 'cats chase mice'), repeat the sentence emphasising the missed words (e.g. 'cats *like to* chase mice').
- Take it in turns to copy each other's sentence.



### Step up

- Work towards sentences with six words and see if the child can remember these.
- Use longer words, harder vocabulary and different grammatical structures as part of the sentence (e.g. 'He played the triangle beautifully').
- Practise words in sequence.

### Step down

- Use visual prompts for the key words (e.g. cat picture/mice picture).
- Start with a shorter phrase and build up to five words (e.g. 'cats like mice').
- Use familiar vocabulary and (grammatical) structures.
- Place a card on the table for each word to show there are five to remember – point to a card in turn as you say a word.

