

## Useful tips

Use the child's name before giving an instruction and make sure the child is looking at you before you talk.

Let the child know when you are about to give an instruction, either verbally or eg: use a signal such as a bell in class.

Use simple language. Allow the child time to respond. Simplify the instruction by shortening it rather than rewording it. Do not rephrase if the child is not understanding.

Minimise the number of key points that the child has to remember. Key points can be noted down using pictures or words in an easily visible place, e.g. on the white board.

Visual clues can help children to remember, e.g. drawing a daily or weekly timetable and the use of maps and diagrams to explain things.

A school timetable on the bedroom door will help your child remember school equipment.

Encourage the child to carry a notebook and pen to jot things down as they crop up, e.g. homework tasks, invitations

Ensure that all instructions are absolutely specific and given in the order that you expect them to be carried out.

Help your child to understand and accept their remembering difficulty. Encourage them to say: "I'm not very good at remembering, could you write it down for me please".

Encourage your child to repeat an instruction aloud and then follow the instruction you gave. Eventually they can rehearse the instructions silently.

## The activities below can improve auditory memory

1. Play Simon says... e.g. Simon says touch your nose and ears. Simon says wave your hands and nod your head. Add extra actions, e.g. clap your hands then jump to the chair. Encourage them to do the actions in the correct sequence.
2. Set up 'shop' with a set of food pictures or real food and ask your child to buy items for you. "Buy a carrot, apple and beans". Then increase to four items. Give your child three to six items to remember as you shop at a supermarket. Encourage your child to visualise the items as you are saying them. This helps later recall.
3. Then play the shopping list game. The first person begins by saying "I went to market and bought a carrot". The next person should repeat this and add an extra item.
4. Using a set of pictures (six to eight if possible) ask the child to select 3 that you have named. Then increase the number of pictures to choose to four.
5. Send your child on a message which requires a response, e.g. "Go and ask dad for a pencil and a pen". Ask the child to repeat what they have to get.
6. Ask your child to retell the events that have happened in a story that you have read together. Ask "who's in the story, what happened.... And what happened next...?" Encourage them to remember a question until the end of a story. Ask them to recall the question and answer it.
7. Use a page from a magazine or catalogue. Give them specific instructions to carry out, e.g. 'Put a cross on the bird and underline the chair'.

## Useful Information

**Auditory memory** is the ability to remember what is heard. It is important in helping your child to follow longer instructions and understand more detailed conversations at home and in class. Some children have difficulty remembering information that they hear, e.g: recalling the sequence or detail and the main idea of what is said. Long instructions can pose particular problems.

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For impartial and confidential advice or information about local health services call Val Harper on our freephone Patient Advice and Liaison Service line on 0845 301 3005.

This leaflet is available in alternative formats, for further information contact PALS on 0845 301 3005.

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## SPEECH AND LANGUAGE THERAPY DEPARTMENT

### Listening and remembering skills

