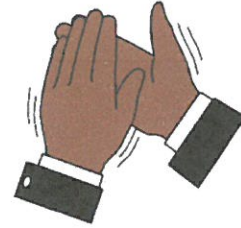
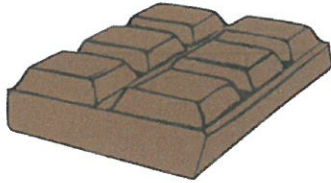


Pack for Auditory Memory



This pack should only be used under the guidance of a Speech and Language Therapist

Original Concepts by Speech and Language Therapists in Hull and East Yorkshire
Updated by Rona Gaffney 2015

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Improving Health
and Wellbeing

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Name:
School:

D.O.B:

Overall aim(s)	Where am I now?	What will I achieve?	Outcome	Actual Outcome
To help the child improve their expressive and receptive language skills to their full potential	The child finds it difficult to remember and follow instructions which are given verbally	The child will be able to remember between 5 and 9 items 80% of the time during structured therapy activities The child will be able to follow 4 part instructions 80% of the time during structured therapy activities There will be an increase in the child's ability to remember and follow instructions given verbally in the classroom/at home.		
Therapy package: Targets will be reviewed as agreed with the speech and language therapist		Timescale: As agreed with the speech and language therapist		Factors contributing to outcome: Commitment from adults working with the child and regularity of practice.

Please work through the following activities. If you have any questions or feel that the targets have been achieved, please contact the speech and language therapist.



Ideas to help auditory memory at home

- ◇ When playing games or doing activities such as baking or crafts which involve lots of instructions, try to **reduce distractions** which makes it more difficult for the child to concentrate e.g. turn off the TV and radio, sit them with their back to the window.
- ◇ Think 'steady' - **reduce the speed** of your talking to give the child more time to process what you are saying.
- ◇ After you have asked a question, **count to 5** to give them time to take in what has been said and think of their response (this feels like a long time for the person waiting, but is needed for the child to process what you have said and put together a response). Try not to interrupt the child while they are thinking.
- ◇ Make sure you have the child's attention before giving them an instruction. Say their **name first** (e.g. James (wait for him to look at you).....can you.....
- ◇ Reduce the number of words you use in instructions and emphasise the **key words** (e.g. say "James, get the cups and plates rather than 'can you do me a favour and get the cups and plates out of the cupboard please?" **Encourage the child to repeat back the key words** (underlined) **to you before going off to follow the instruction.**



Ideas to help auditory memory at school

- ◇ Allow the child extra processing time to take in what has been said and then formulate their own response.
- ◇ Call their name before speaking to them to focus their attention
e.g. David, can you pass me your book”
- ◇ Prepare the child for instructions by cueing them in
e.g. Ready/3,2,1/time to listen
- ◇ Break down long instructions into small chunks. Keep language simple and give instructions in the sequence that they will happen
e.g. first...next....last
- ◇ Try to reduce distractions and background noise while giving important Instructions.
- ◇ Support spoken language as much as possible with gestures, actions, facial expressions and pictures/objects around the room.
- ◇ If possible provide a model or example of what the child is required to do as this will give them an opportunity to check that have understood the instructions. Real life examples are also easier to remember.

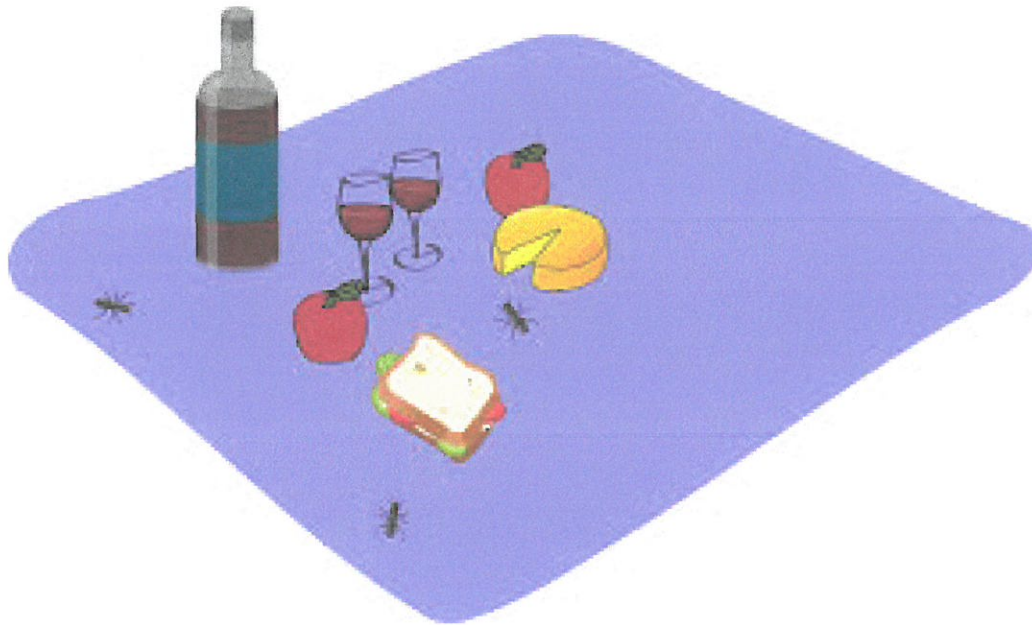


Auditory Memory Activities

- ◇ Ask the child to try to identify as many different sounds as they can when they have their eyes closed. Once they have opened their eyes—how many of them can they remember?
- ◇ Go on a listening walk. How many different sounds can the child hear?
- ◇ Play Simon Says building up the number of actions the child has to do. Are they listening for the instruction that doesn't contain “Simon says”
- ◇ Ask the child to go and ask for something from another member of staff/family member. Can they repeat the message/bring back the correct item? As the child increases in confidence, make the message longer or ask them to get more items.
- ◇ Read the child a story and see if they can retell the events in the correct order.
- ◇ Use a page from a colouring book/magazine/catalogue and ask them to carry out some instructions e.g draw a red square on the table, draw a line under the ball. Gradually increase the number of things you ask the child to do.
- ◇ When out shopping, ask the child to remember 3-5 items from the shopping list. You can help them to link the items e.g. by their first sound (pear, pizza, pasta) or category (grapes, bananas, apples and pears)
- ◇ Play ‘Chinese whispers’ where the child has to remember and pass on a short message to someone else.



Picnic Memory Game

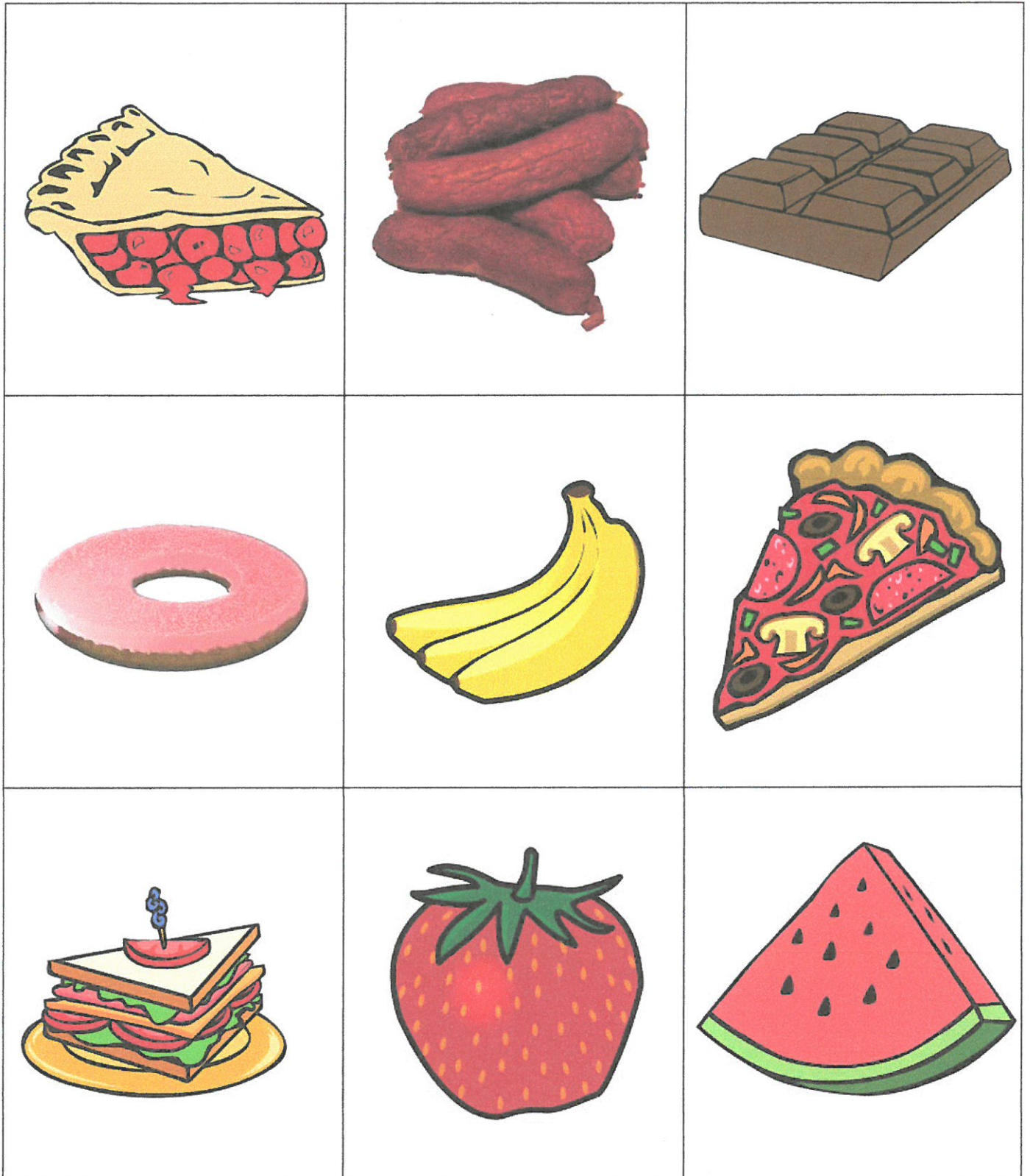


Cut out the food pictures. Place them face down on the table. Choose a food item and say “I went on a picnic and I took a

”. Then the child picks a picture and says “I went on a picnic and took a and a

” Take it in turns to pick up the items and add them to the picnic list. Continue until all the items are used or the list has become too long to remember.

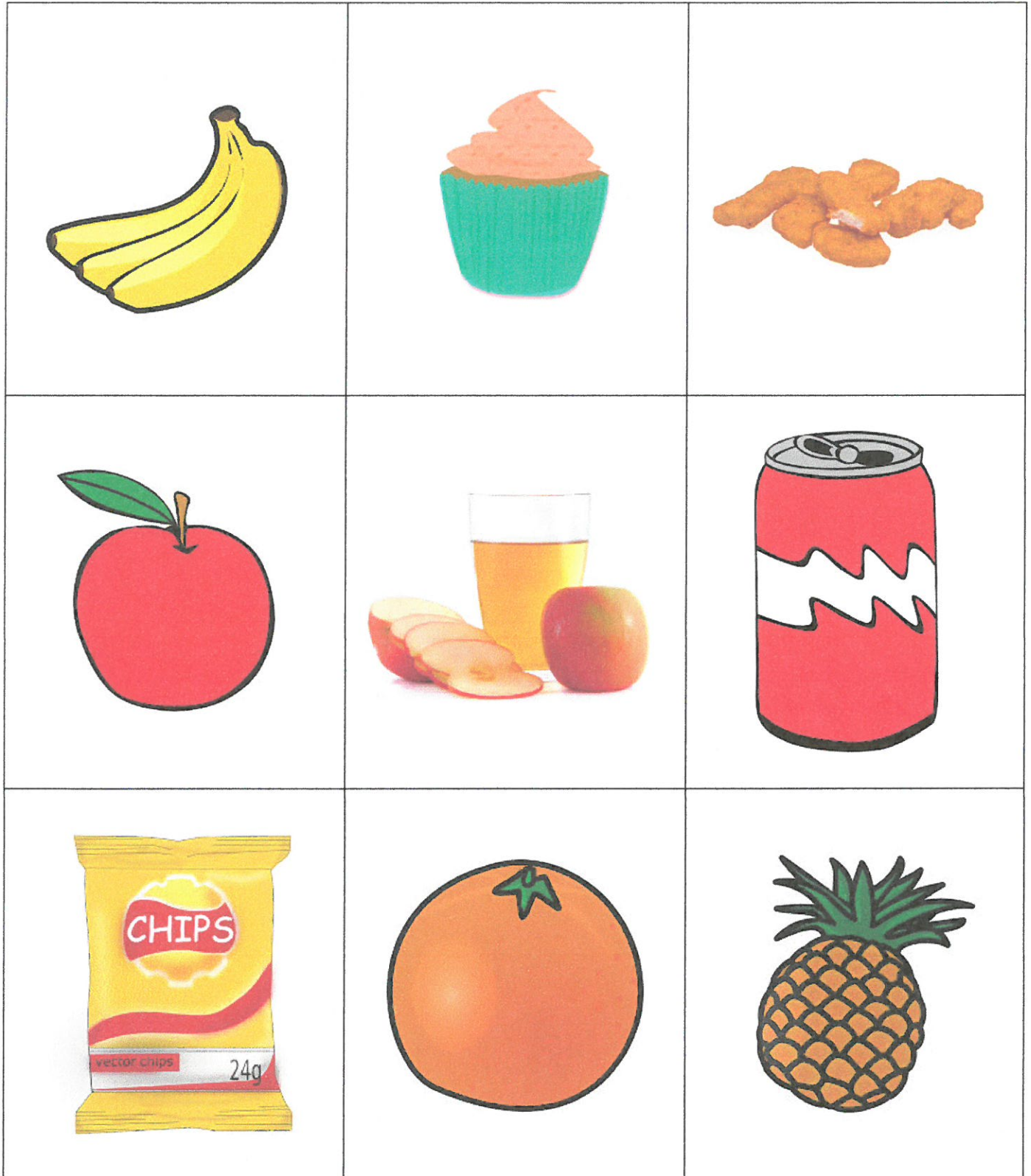




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Listen and Remember

Talk about the situation with the child, give them the instruction—can they answer the questions?

Situation	Instruction/Message	Questions
At school The teacher is telling the class what to do...	I want you to read up to page 59 and then write in your blue book what has happened in the story so far	1) What page do you have to read to? 2) Which book should you write in? 3) What do you have to write about?
At MacDonalds You have just ordered your food, the person serving you says...	Please could you sit downstairs. There's a children's party upstairs and the room is being used by them.	1) Where should you sit? 2) Why? 3) Who is using upstairs?
At your Grandma's She says....	Please could you go to the shop and buy me some brown bread and a packet of biscuits. Here's £1 for you to get some sweets	1) Where does Grandma want you to go? 2) What does she want? 3) How much can you spend on sweets?
At the fairground You are looking at a sign on one of the rides. It says...	This ride can only be used by children over 8 years old. It is dangerous for babies and young children.	1) Who can use this ride? 2) Who is not allowed on this ride? 3) Why can't they use it?
At the swimming pool Some boys are being silly and the man in charge says...	You boys! You're not allowed to run in here. The floor is slippery when it's wet—last week somebody slipped and broke their arm.	1) What are the boys not allowed to do? 2) What did the man say about the floor? 3) What happened last week?

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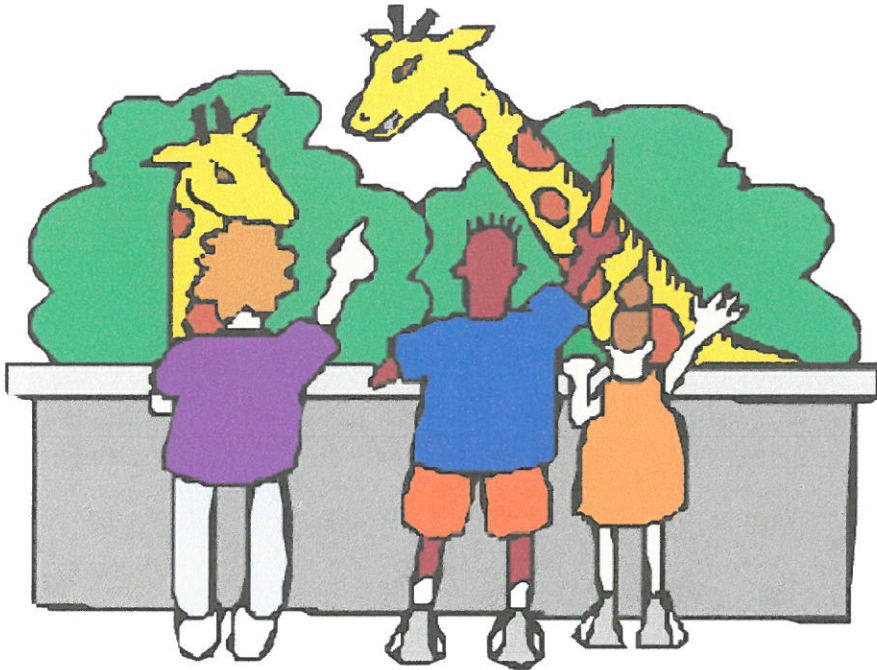
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Situation	Instruction/Message	Questions
<p>In the pet shop The owner tells you...</p>	<p>Goldfish are easy to look after. They only need feeding and their bowls cleaning. Feed them three times a week and change their water once a</p>	<p>1) What are easy to look after? 2) What do they need? 3) How often do they need ♦ Feeding? ♦ Clean water?</p>



Zoo Memory Game



Cut out the food pictures. Place them face down on the table. Choose a food item and say “I went on a picnic and I took a”. Then the child picks a picture and says “I went on a picnic and took a and a” Take it in turns to pick up the items and add them to the picnic list. Continue until all the items are used or the list has become too long to remember.

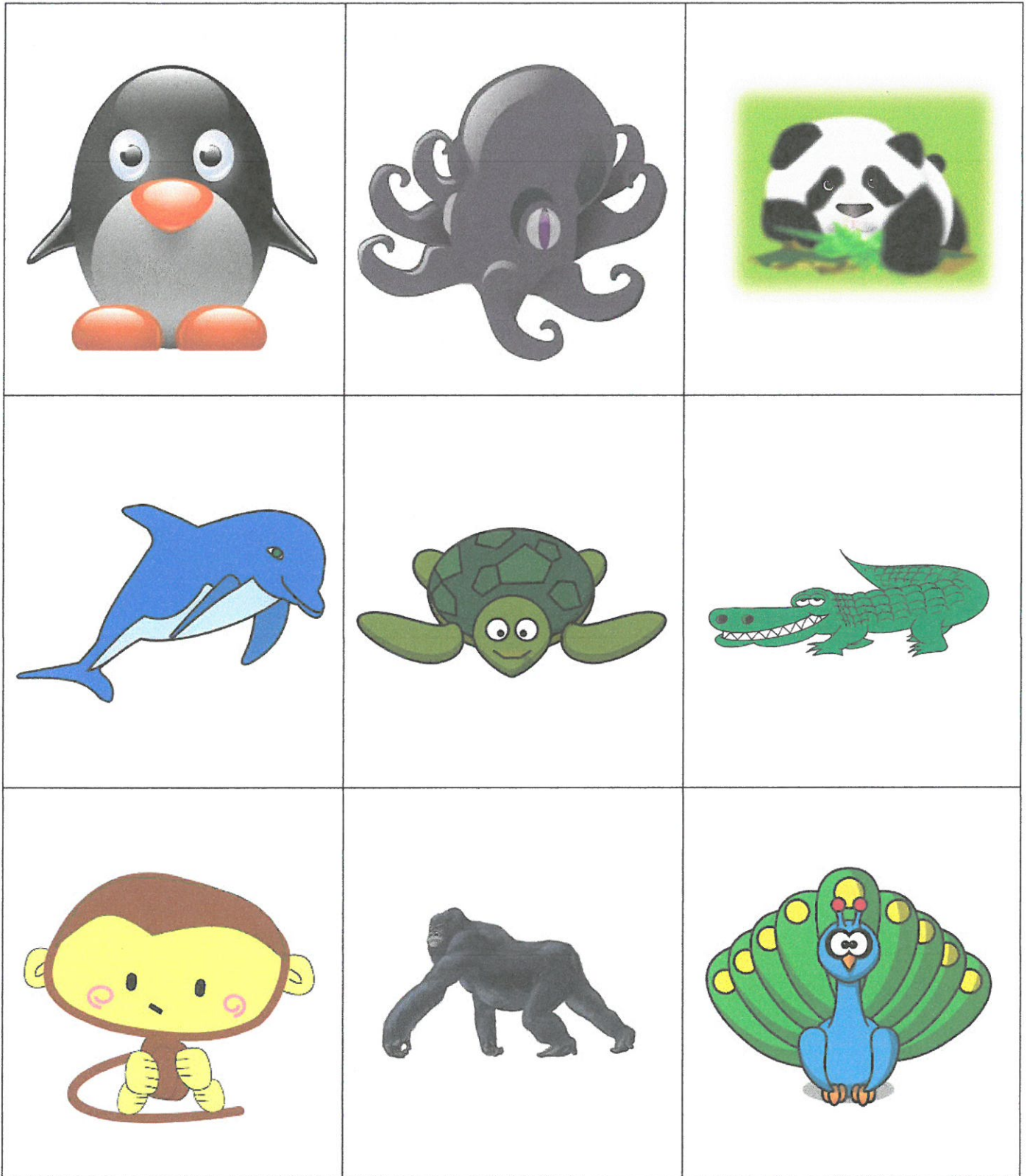




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Can you.....?

Ask the child to complete the following directions.

One part

- ◆ Clap your hands.
- ◆ Touch your nose.
- ◆ Hop
- ◆ Turn around
- ◆ Sit down



Two part

- ◆ Touch your foot then sit down
- ◆ Stand up then turn round
- ◆ Wave your hands then touch the ground
- ◆ Shake your head then touch your nose
- ◆ Touch your knee then your elbow

Three part

- ◆ Rub your arm, hop then close your eyes
- ◆ Point to the door, the chair then the table
- ◆ Open your mouth, turn around and wave your hands
- ◆ Stand up, point to your ear then rub your tummy
- ◆ Clap your hands, stamp your feet and touch your eyebrow



Four part

- ◆ Clap your hands, click your fingers, point to the ceiling and show me your teeth
- ◆ Nod your head, point to your wrist, show me your pinkie and stand up
- ◆ Stand up, sit down, turn your head to the left, wink your eye
- ◆ Stamp your feet, clap your hands, close your eyes and point to your teeth
- ◆ Open your mouth, point to your nose, lift your hand up and hop

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