

SBH SCHOOL TIPS

IMPROVING A CHILD'S MEMORY

Having a good memory is vital for a child's learning as it lays the foundation for learning. Once a piece of information or idea is absorbed and stored in the brain, the next step is it to be linked to any relevant information that is previously been retained. Gradually the child storage of knowledge builds up into a network which the child can call upon to make sense of the world around them. Within the school environment, the child will be required to remember many concepts within a day e.g. math facts, spelling words or historical facts and dates. This process can be difficult for some children within the classroom, there are some creative ways to build a child's memory that will assist them with their activities.

Using their senses: We have several memories linked to various senses. There is a store linked to our sounds (auditory memory), one for sights (visual memory), another for words and meaning (semantic memory), another for smell and taste (olfactory memory) and one for body movements (kinesthetic memory). By using multiple senses during learning activities, new skills and knowledge become better encoded for later recall. For example, if you are trying to spell a difficult word, you may use several types of memory in combination to get it right. First, you may say the word several times to trigger your hearing memory, then you will write in a few times to rely on your muscle memory to control your hand to write it down. Then you would look at the word using your visual memory to assess whether it is correct. Using as many senses when learning new concepts support the chance that you will remember it easier.

Importance of repetition: Memory is divided up into two main systems, short term and long term memory. Short term is used to hold information for just a few seconds. Long term memory is used to store information for longer periods of time. The child needs to convert the memory from short term memory to long term memory, or it will be lost. Information needs to be repeated regularly within different context to assist this transfer to long term memory for example while in the car, at the dinner table.

Filing memories: Memories can only be recalled if they are 'filed' efficiently. The way a child processes and stores new information makes a big difference to how we easily can retrieve the information when needed. Each time the child is presented with a new fact or idea, they need to know where to file it in their memory. This means the child needs to be able to make a new link between the new fact and something they have learnt before, so it firmly is established in their memory.

Helping children learn: You need to employ a combination of these memory skills for the child to learn concepts easily. Incorporating visual, auditory and physical cues together will increase the chance that a child will understand the concept or topic that they are learning. Confidence is essential to improve memory skills and encouragement is a highly efficient strategy for memory of specific tasks or concepts. A positive reinforcement will increase the chance of the child remembering the situation of when the concept has been taught.

Memory games: There are lots of games you can play to help a child learn. If they are having fun it is suggested that their memory will improve. Having guessing and observation games that encourages the child to rely on sounds or visual only, will assist the child to plug into different memories.

Catering for diversity using the Australian Curriculum

Setting:

This focuses on adjustments to where an assessment is completed. You can consider making adjustments with the location and placement of an assessment-

Location - This can include the location to where some or all of the assessments are completed, this will require pre-planning to ensure that the adjusted setting has adequate furniture, resources, or room availability and supervision. A teacher may need to make adjustments to reduce distractions, minimise background noise, provide wheelchair access or/and to reduce the anxiety of the student.

Placement - Adjustments to seating may take the form of changing where a student sits to complete some or all of these assessments. A teacher can make the adjustment of making modifications to seating if the student has sensory or physical needs that impact on their ability to complete assessment and/or may engage in behaviours that distract other students. This could be as simple as away from a window or sitting closer to the teacher during directed instructions for the assessment.

Auditory Processing Disorder



Auditory Processing Disorder describes the inability to process the meaning of sound. Hearing Impairment is not part of Auditory Processing Disorder. The student is able to hear the sounds perfectly but cannot process the meaning of the sound.