Auditory Memory Strategies and Activities

- Make sure you have eye contact with your child and his attention is totally on you while doing all tasks. Start out in a non-distracting one-on-one time with him.
- Begin all instructions with "LISTEN....say _____.
- Repetition: The more times you go over something, the better your memory will be of that information. However, each time you go through something, try to find a different angle so that you are not just repeating exactly the same activity. By varying your approach you will create more connections in long-term memory.
- Have your child repeat what you asked him to. If he was incorrect, try the memory task with one less item and have him repeat it. Build up to greater complexity as he reaches 90% success rates at each task. Sentence repetition tasks work well too. Begin a story sentence, then let your child add a word, then you add a word. etc. Then have the child say the entire sentence of 4-5 words.
- Chunking: Chunking is when you group information in any meaningful way so there are fewer components for you to remember. For example, if your child needs to remember the following numbers: 1, 7, 4, 9 (4 components), he could make it easier by chunking the numbers together: 17, 49 (2 components). Another way to use chunking: when you need to remember that you need to buy the following at the grocery store: milk, apples, grapes, orange juice, Coke; you could chunk the items into categories (fruits and drinks) to make it easier. Grapes & apples, and milk, juice, & Coke.
- As your child groups in 3's successfully, add more units to the "chunks" ie. 4 items in a chunk.
- When producing word series in a categorization task, ie, Name FOODS, teach him to group according to sub-categories (first fruits, then vegetables, meats etc.)
- Have your child follow 3, and then 4 and then 5 step commands correctly.
- Encourage your child to use the verbal rehearsal strategy. Right after you have given him an instruction, have him repeat the instruction aloud and then follow the instructions you gave. Eventually have him rehearse the instructions silently.
- Scripture memory can be used to increase auditory memory as well at he sentence level. (first 4 word scriptures---or in chunks at a time---then more.)
- Review the day's activities with your child before bed. Encourage appropriate sequencing of the days events. Record together in a journal. You may also review individual steps of each activity.
- Visualization: Often times, I refer to this as "making a movie in your head." Have your child visualize what he will do or what is going to happen before he actually does it or before it actually happens.
- Marking: If the student must color the petals of a flower in an A-B pattern using red and blue, he could put a small red dot on all the ones that need to be red and a small blue dot on all those that need to be blue. This way, the pattern is set, and the student can go on to coloring the petals the same color as the dot on it without reconsidering the pattern over and over again.

- Observation: Encourage your child to think for themselves, but that looking at what others are doing can also be very helpful. When a child is stuck and doesn't know what to do next, he can look at the teacher's sample project to try to figure out what to do. He could also observe his peers.
- Requesting repetition or rephrasing: Encourage your child to ask, "Could you please repeat that?" or "Could you say that in another way?"
- Reauditorization: Have your child repeat what he needs to remember over and over again silently in his head.
- Requesting assistance: Encourage your child to say, "I am stuck. Could you help me?" Better yet, have the child state the specific task that he needs help with (i.e., "I can't get this paper folded correctly. Please help me.")
- To Do List: Making a list of what you need to do can be very helpful when your memory isn't so great! If your child is too young to write words, he could draw simple pictures to help him remember what needs to get done
- Sort Information: Help your retrieval system by putting new information into categories. You can group by dates, people, formulas, etc. It may help to make a chart as you study.
- Frequent review: Studying new information the same day you heard or read it will improve memory significantly. A small review each day is essential if you have memory problems.
- Use humor or exaggeration: Information stays in memory longer if it is related to something novel and interesting. Make up something funny or exaggerated that ties into what needs to be memorized.
- Explore the senses: Try learning the information visually, verbally, and kinesthetically and find which sense works best for you. Some people need to combine two or more senses.
- Color code: By using colored pens, highlighters, post-it notes and flags, index cards, etc. you can make an impression on your memory. This is a way of sorting information for storage as you assign colors.
- Make visual aids: Draw pictures or cartoon characters, graphs, tables, charts, time lines, etc. to aid memory. Even simple stick figures and drawings are useful if you are a visual learner. Pay attention to pictures, charts, etc. in textbooks.
- Rehearse aloud: Verbal rehearsal is an effective memory tool. Study with someone or use a tape recorder to say what needs to be memorized aloud.
- Make it physical: Adding a physical activity such as pacing, jumping, throwing a ball, or writing enhances the memory for many people. Typing or rewriting notes is a very effective memory device for people who need to learn kinesthetically.
- Monitor Your Comprehension: You can only remember and fully use ideas that you understand. Find ways to monitor your comprehension. Get in the habit of saying to yourself, "*Do I understand this?*" Always check the logic behind the ideas, i.e., do things happen in a way that you would predict? If you can see the logic in something, you are much more likely to be able to reconstruct that idea even if you cannot immediately recall it. Also, look out for anything that seems counter-intuitive to you; you are less likely to remember something that does not seem logical or is something that you would not agree with. Evaluate your own comprehension by bouncing your thoughts about a course against those of other

students. Tutor another student who is having difficulty; if you teach someone else, you reinforce your own knowledge.

- Generate Your Own Examples: Go beyond examples provided in class and in the text, and bring your general knowledge and experiences into play by relating them to academic ideas. In kinesiology, for example, relate your ability to throw a ball to the physical forces you study in class; in biology, relate photosynthesis to that poor potted plant that struggles in your basement; in sociology relate symbolic interaction to values that you learned from your parents; in geography relate the Canadian Shield to your trip to Algonquin Park; in chemistry relate acids to home uses of vinegar; in physics relate acceleration to riding your bike. When you can generate your own examples, you demonstrate your understanding, and your memory is enhanced.
- Think in Pictures, Colors, and Shapes: Concrete images are more memorable than abstract ideas, and that is why pictures are such important instructional aids for your instructors and text authors. Practice colorful thinking! Associate your own mental pictures to the academic content. In your class and text notes use color to highlight headings and other key ideas. Use shapes to help you organize ideas; triangles, boxes, flow charts, circles.
- Use Mnemonics: Mnemonics are memory training devices or ways of making associations to aid in remembering. They can be extremely powerful; at the same time, if you overuse mnemonics, you can spend too much time on generating and learning the mnemonics and too little time on real understanding of the material. The economical use of mnemonics to study for a test can be very effective. There are many types of mnemonics and, no doubt, you will have used some of them.

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