



AUDITORY MEMORY

Auditory memory is the ability to remember auditory information which we have "taken in". Once this information is taken in we need to then process what has been said. In order for us to "take in" information, we need to use a number of combined skills including attending, listening, processing, storing and recalling. Just like many other skills, auditory memory develops as children grow older.

Children can have difficulties in one or more of the skills needed to take in information. Some children may have more difficulties than others and will require extra support in the classroom.

AUDITORY MEMORY DIFFICULTIES MIGHT LOOK LIKE:

- Being easily distracted and having difficulty staying on task
- Finding it hard to complete tasks due to losing their place and struggling to get back on track.
- Difficulty following multi-step instructions.
- Giving up easily and appearing confused when completing school work
- Finding it challenging to follow long or complex instructions or forgetting them completely.
- Trouble following class discussions and conversations with a friend
- Difficulty switching their levels of focus and attention e.g. Children may find it hard to listen to their teacher, focus on the whiteboard and then return to their work
- Challenges learning new vocabulary due to difficulties linking and relating new information to prior semantic knowledge
- Difficulties giving a narrative or telling you what they did at the weekend
- Asking the same question multiple times

HOW TO HELP

Always use the child's name before giving verbal instructions and make sure they are looking at you before you speak.

Shorten instructions rather than reword them . Rewording means the child will have to process new information from the start again.

Use short, clear instructions containing simple language rather than long, complicated ones.

Write the key points down on the whiteboard so they can be referred to later if needed.

If a task requires a number of steps, give the child one step at a time and allow them time to process that information and complete the step before moving on.

Make sure all instructions are specific and given in the order that you want them to be carried out

Ask the child to repeat back what you have said to check they have understood

Encourage rehearsal by asking the class to repeat the word or instruction over and over again under their breath or in their head

Use visual support (e.g. pictures, photos, drawings, symbols or written instructions) to support your verbal instructions

Use visual timetables and routine boards to present the child's day in a visual and clear way

