

Memory

After an acquired brain injury children may appear to be forgetful. This may represent actual memory problems due to damage in areas of the brain involved specifically in memory. However, problems with memory can arise indirectly due to problems with attention, processing speed, language, fatigue, or executive function. Memory problems may not be quite what they appear to be. If strategies to assist are to be effective it's important to work out exactly why memory problems are occurring.

What you might see	What this could mean	Strategies
<ul style="list-style-type: none"> • Child fails to follow through with an instruction. • Child completes only one element in multi-stepped instructions. • Child forgets to take necessary things to school or to bring them home from school. • Child doesn't retain lesson content from day to day/ lesson to lesson. 	<ul style="list-style-type: none"> • A language problem. • A working memory/immediate memory problem. • May be registering but not able to retrieve the information. • May be registering but not able to retain the information. • An attention problem. • The child may have a problem in speed of information processing. 	<ul style="list-style-type: none"> • Provide one instruction at a time. • Wait until first instruction has been completed before providing the next. • Repeat the instruction. • Write the instruction down so the child can refer to it as they go • Ensure you have the child's attention before giving the instruction – you can use eye contact, or a pre-arranged signal. • Consider where the child is situated in the class – e.g. in direct line of vision from where you are teaching. • Utilise a peer to check instructions with. • Slow the presentation of the instruction. • Have child repeat in own words. This ensures that the material is understood and it's more likely to "stick" in memory. • Give prompts or cues to aid retrieval. These may be placed on classroom desk, bedroom door, front door of home, etc. • Minimise time between instruction-giving and when it has to be carried out.. • Where this is the problem don't push the child to recall. • Minimise situations where their memory problem may be highlighted in front of peers. • Teach how to summarise and select keywords which may then be able to be developed into acronyms to prompt memory. • Reduce demands on oral and written output