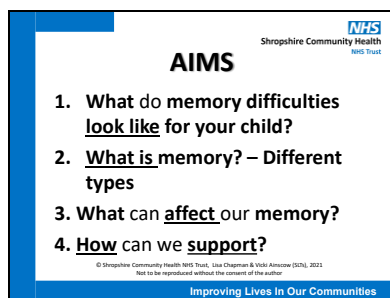


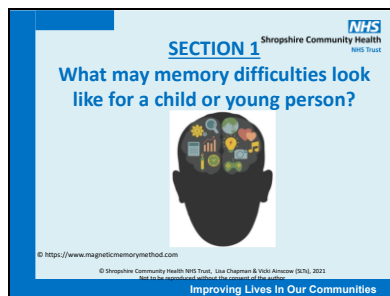
Slide 1



Slide 2



Slide 3



Slide 4



Shropshire Community Health
NHS Trust

Memory difficulties- What might you see?

- Difficulties following **multi-step instructions**
- **Losing track** of their place
- **Difficulties learning vocabulary**
- **Challenges finding words** they wish to use
- **Difficulty remembering** if 'switching' e.g. board- paper and back again
- **Inattentive** and **distractible** behaviour

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (2020), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 5



Shropshire Community Health
NHS Trust

What might you see? (cont.)

- **Poor academic progress**
- **Poor self-esteem**
- **Poor motivation**
- **Fatigue – mental effort (yawning)**
- **Opting out of doing work**
- **Frustration**
- **Vacant/surprised expression**

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (2020), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 6



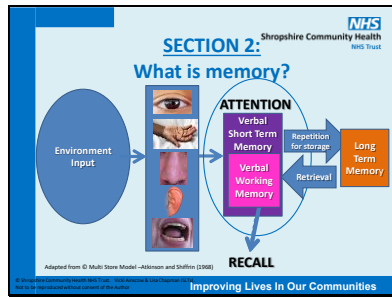
Shropshire Community Health
NHS Trust

What do memory difficulties look like for your young person?

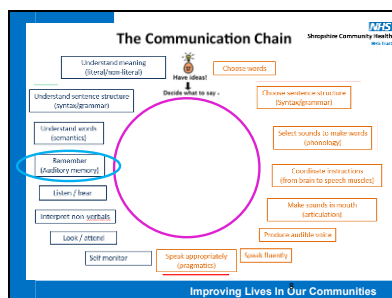


Improving Lives In Our Communities

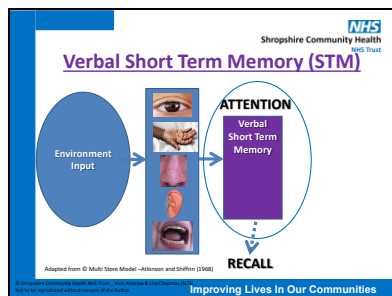
Slide 7



Slide 8



Slide 9



Slide 10



Shrophire Community Health
NHS Trust

VERBAL SHORT TERM MEMORY (STM)

- Your capacity to **correctly hold a small amount of information in the mind for a short duration.**
- It receives information from your **senses**
- Information is usually held in your short term memory for up to **20-30 seconds** before it quickly disappears.
- **To be remembered** for any length of time, information has to be **moved from short term to long term memory.**
- **If rehearsed**, information can then be **placed in long term memory.**

Improving Lives In Our Communities

Slide 11




 Shropshire Community Health
 NHS Trust

Perfect scrambled eggs recipe Ingredients - 2 [large free range eggs](#) - 6 tbsp [single cream](#) or full cream milk - a knob of [butter](#) Method **STEP 1** Lightly [whisk](#) 2 large eggs, 6 tbsp single cream or full cream milk and a pinch of salt together until the mixture has just one consistency. **STEP 2** Heat a small [pan](#) [on](#) [low](#) [heat](#) [for](#) [a](#) [few](#) [moments](#) [or](#) [a](#) [minute](#) [or](#) [so](#), then add a knob of butter and let it melt. Don't allow the butter to brown, so [turn](#) [the](#) [heat](#) [down](#). **STEP 3** Pour in the egg mixture and let it sit, without stirring, for 20 seconds. Stir with a wooden spoon, lifting and folding it over from the bottom of the pan. **STEP 4** Repeat until the eggs are softly set and slightly runny in places. Remove from the heat and leave for a moment to finish cooking. © Shropshire Community Health NHS Trust, Ltd. All Copyright © NHS.uk (2020, 2021) Not to be reproduced without the consent of the author. BBC Good Food Improving Lives In Our Communities

Slide 12



Shropshire Community Health NHS Trust

Let's try out your Verbal Short Term Memory

Practical 1

- Listen carefully to the list of digits we give you.
- Can you recall these in the correct order?
- Last point of perfect recall = your span level

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Armona (2021).
Not to be reproduced without the consent of the author.

Improving Lives In Our Communities

Slide 13



Shropshire Community Health
NHS Trust

Verbal Short Term Memory according to Age

Age	Average number span level
4-6 years	4.5
7-8 years	5.0
9-11 years	6.0
11+ years	7.0 (+/- 2.0)

© Debbora Hall and Chris Jarrold, 2015
© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (SCoH), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 14



Shropshire Community Health
NHS Trust

Verbal STM: A Quick Recap

- **STM** = Holds a small amount of information
- **STM** = when it's gone, it's gone!
- **STM** = To be remembered for longer, information has to be moved from **STM** to **Long Term Memory**.

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (SCoH), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 15



Shropshire Community Health
NHS Trust

Practical 2

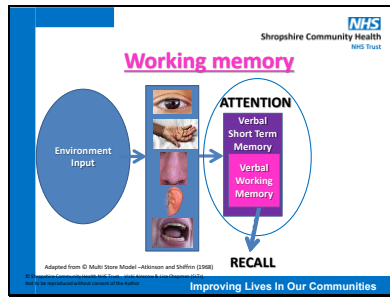
Please try to remember this!

06443175482

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (SCoH), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 16



Slide 17

Shropshire Community Health NHS Trust

Strategies that helped

- Repeating the sequence in your head
- Repeating the sequence under your breath/out aloud
- Chunking the number sequence into parts
- (Writing it down)

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Anonow (2021). Not to be reproduced without the consent of the author.

Improving Lives In Our Communities

Slide 18

Shropshire Community Health NHS Trust

What is Working Memory?

The ability to hold information in the memory.....

..... Whilst performing another task.

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Anonow (2021). Not to be reproduced without the consent of the author.

Improving Lives In Our Communities

Slide 19



Shropshire Community Health
NHS Trust

Working Memory also involves...

- Holding information for slightly longer
- **Rehearsal/Repetition**
- **Attention** and working verbal memory often overlap

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Anonow (2021). Not to be reproduced without the consent of the author.

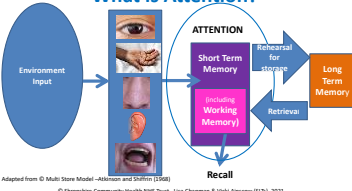
Improving Lives In Our Communities

Slide 20



Shropshire Community Health
NHS Trust

What is Attention?



Adapted from © Multi Store Model - Atkinson and Shiffrin (1968)

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Anonow (2021). Not to be reproduced without the consent of the author.

Improving Lives In Our Communities

Slide 21



Shropshire Community Health
NHS Trust

How does your child use their working memory at school and at home?



© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Anonow (2021). Not to be reproduced without the consent of the author.

Improving Lives In Our Communities

Slide 22


Shropshire Community Health
NHS Trust

General activities involving **WM**

- Listening to and following instructions
- Planning (thoughts and actions) and Completing tasks
- Mentally re-ordering your 'to do' list
- Learning and retaining new information
- Forming and maintaining friendships and relationships

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (2016), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 23


Shropshire Community Health
NHS Trust

Working Memory at school

- They need to retain important information, such as, instructions from the teacher (in the face of distractions)
- Learning & remembering school routines
- Taking part in games on the playground

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (2016), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 24


Shropshire Community Health
NHS Trust

Working memory at home

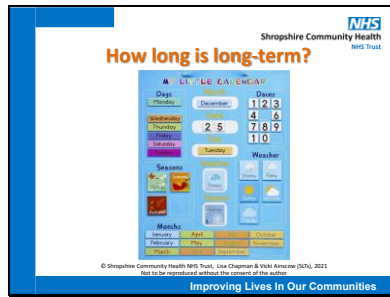
- **Listening** to information and responding in conversations
- Remembering and carrying out **instructions**
- Being **organised** e.g. following routines and remembering what they need to take to school
- Joining in with **play** – pretend play e.g. taking on a role in play and what's going to happen next, and commercial games.

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (2016), 2021
Not to be reproduced without the consent of the author

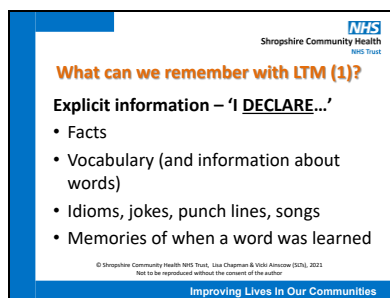
Improving Lives In Our Communities

Slide 25

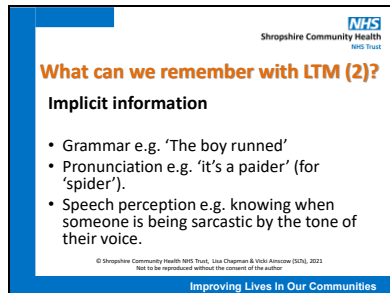
Slide 28



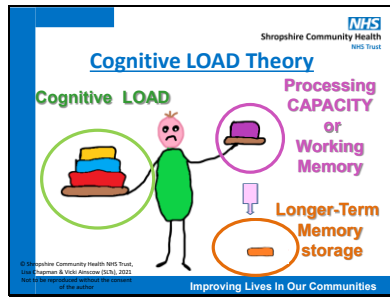
Slide 29



Slide 30



Slide 34



Slide 35

Practical 4

- You are a Year 6 Pupil. Listen to these instructions. Please don't write anything down.
- How did this make you feel?
- How might some children have coped?

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (2020), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 36

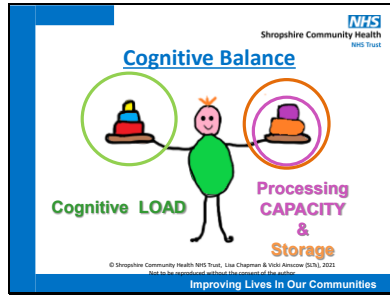
Our WM can be affected by.....

- Being overloaded**- too much language can cause overload.
- Our capacity**- need to balance our capacity and demand. Rehearsal & repetition are important
- Distraction**- e.g. noise, visuals, interruptions.
- Emotional state** – how we feel
- Context**- multi-sensory clues from when the memory happened
- Motivation** – extrinsic & intrinsic

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (2020), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

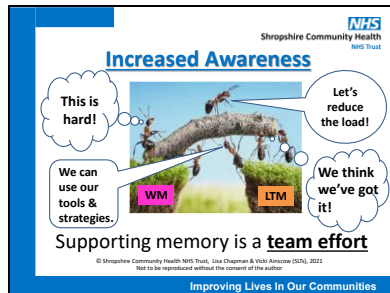
Slide 37



Slide 38



Slide 39



Slide 40

 **The power of Sleep**

- Good sleep habits help
- Sleep helps us to move information from our **WM** to our **LTM**.
- **Sleep** helps to **manage the load** on our **WM** and keep the **cognitive balance**.
- **Here are some helpful links:** <https://www.thechildrensleedparity.co.uk/> and <https://www.healthforkids.co.uk/>

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Arkowicz 2021
Not to be reproduced without the consent of the author

Improving Lives in Our Communities

Slide 41

Shropshire Community Health NHS Trust

Chunk, Chill, Check

Reduce the load, recognise capacity!

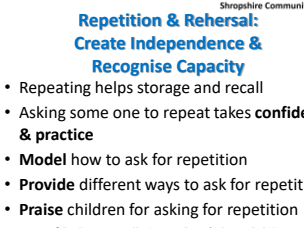


© Eklinton

© Shropshire Community Health NHS Trust, Lisa Chapman & Nicola Armstrong (2016), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 42



NHS
Shropshire Community Health
NHS Trust

Repetition & Rehearsal: Create Independence & Recognise Capacity

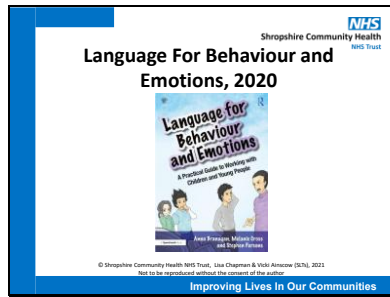
- Repeating helps storage and recall
- Asking some one to repeat takes **confidence and practice**
- **Model** how to ask for repetition
- **Provide** different ways to ask for repetition

• **Praise** children for asking for repetition

© Shropshire Community Health NHS Trust, Last Checked & Valid Issued (2021), 2022
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

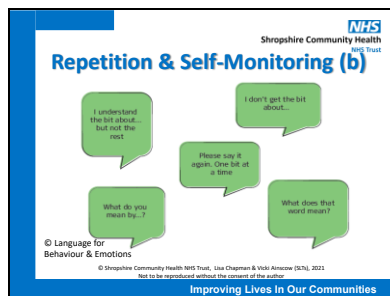
Slide 43



Slide 44



Slide 45



Slide 46

Repetition & Independence (c)



© Language for Behaviour & Emotions

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (2021). Not to be reproduced without the consent of the author.

Improving Lives In Our Communities

Slide 47

Think environment – Reduce Distraction

Distractions? – Visual/ Verbal/ Internal

Attention & listening: Everyday



- **Classroom audit**
<https://www.aettraining.hubs.org.uk/wp-content/uploads/2012/05/37.1-Sensory-audit-tool-for-environments.pdf>
- **Specific praise** – how we know what 'good attention' looks like.

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (2021). Not to be reproduced without the consent of the author.

Improving Lives In Our Communities

Slide 48

Manage Emotions

The **ZONES** of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Shy/Wiggly Scared Loss of Some Control	Mad/Angry Shame Terrified Yelling/Hitting Out of Control

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (2021). Not to be reproduced without the consent of the author.

Improving Lives In Our Communities

Slide 49




Shropshire Community Health
NHS Trust

Think multi-sensory (Context)

- We process information through all our senses
- Multi-sensory learning helps build a more complete picture
- Memories are stronger when different senses combine
- Seeing & hearing versus just hearing supports vocabulary learning

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Anonow (2020), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 50


Shropshire Community Health
NHS Trust

The power of play (motivation)

Strengths in **working memory** go hand in hand with creativity and play

- Playing involves multi-tasking.
- Our role/ the rules are important to keep going throughout.
- Unexpected things may happen
- These are all **loads** on our **WM**

PLAY expands the capacity of our **WM** in a FUN way

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Anonow (2020), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 51


Shropshire Community Health
NHS Trust

Everyday Strategies: A QUICK RECAP

- **Be aware of the signs of memory difficulties**
- **Be playful and check on sleep**
- **Consider the load** (amount/ difficulty/ environment/ multi-sensory).
- **Repeat** important information
- Encourage **independent repetition** strategies
- **Allow processing time**
- **Remove distractions**

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Anonow (2020), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 52



Shropshire Community Health
NHS Trust

Section 5

Targeted strategies to support a young person's memory



© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (SC2), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 53



Shropshire Community Health
NHS Trust

Make things clear

- Children with Speech, Language and Communication Needs benefit from learning in a **clear, explicit** way
- They find it harder to just pick things up in passing
- Targeted strategies need to reflect this

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (SC2), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 54



Shropshire Community Health
NHS Trust

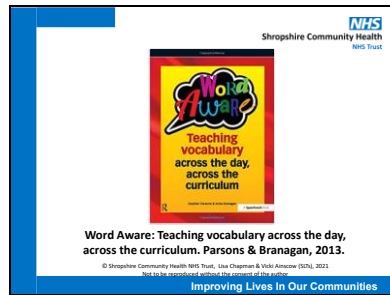
Multi-sensory Targeted Strategies

-  • **Visual** e.g. word walls, word maps, mind maps
- Using our **body** e.g. acting it out
-  • **Touch**- e.g. Magic arm, syllable high fives
-  • **Sound** e.g. playing with sounds- Word Raps/ rhymes

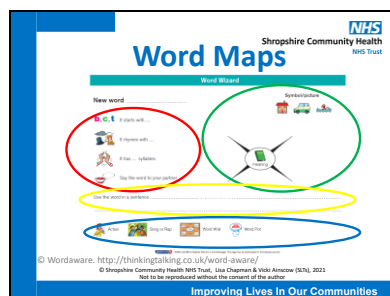
© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Atkinson (SC2), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 55



Slide 56



Slide 57



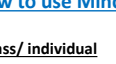
Slide 58

Slide 59



Shropshire Community Health
NHS Trust

How to use Mind Maps?



- **Whole class/ individual**
- Use **colour-coded** branches
- Words at a minimum: use **pictures/ photos/ real objects!** (think multi-sensory!)
- **Get your young person involved**
- **You can add to them over time**
- **See Tony Buzan Mind Map resources**

© Shropshire Community Health NHS Trust, Use Chapman & Nash Animate (2020), 2021
Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 60

 **Shropshire Community Health**
NHS Trust

Make things clear:
More multi-sensory

High fives (syllables)

Magic arm (word initial/ word final sounds)

Cat



Act it out

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicky Annetta (2021).
Not to be reproduced without the prior consent of the author.

Improving Lives In Our Communities

Slide 61

Self Help

- It's ok to **ask questions** – encourage/praise/reward
- **Partner reviews**
- **Task plans**
- Teach **memory aids** – we all use them!

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Anagnostou (2020). Not to be reproduced without the consent of the author.

Improving Lives In Our Communities

Slide 62

Task Plans

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Anagnostou (2020). Not to be reproduced without the consent of the author.

Improving Lives In Our Communities

Slide 63

Use of Memory Aids

Everyday

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Anagnostou (2020). Not to be reproduced without the consent of the author.

Improving Lives In Our Communities

Slide 64

Strategies you can teach a young person

- Kinesthetic
- Visualisation
- Chunking
- Rehearsal

© Shropshire Community Health NHS Trust, Lisa Chapman & Vicki Armeson (2020), 2021
Not to be reproduced without the consent of the author.

Improving Lives In Our Communities

Slide 65



 Shropshire Community Health

 NHS Trust

Memory Training

~~Computerised training~~



~~Low-tech memory games~~





**repeat repeat*

© Shropshire Community Health NHS Trust, Jane Chapman & Nicola Morris (2016), 2021
 Not to be reproduced without the consent of the author

Improving Lives In Our Communities

Slide 66

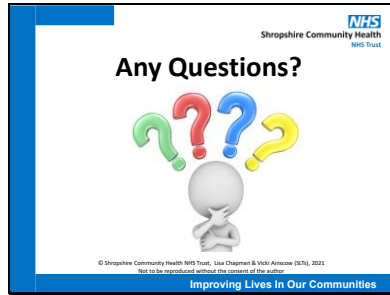
So to conclude:

- Memory is made up of short term memory, working memory and long term memory.
- It is a complex process.
- We need our memory for everything we do. It is really important for young people in school.
- Memory can be affected by many things. We all have difficulties with memory sometimes and under certain conditions.
- We can always support and enhance memory skills by using a variety of strategies.

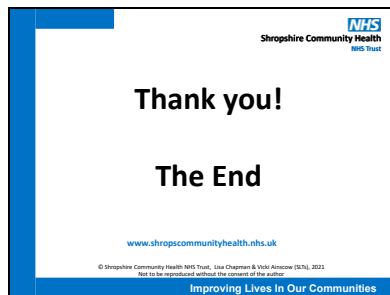
© Strophshire Community Health NHS Trust, Lisa Chapman & Nola Amos (2016), 2021
Not to be reproduced without the consent of the author.

Improving Lives In Our Communities

Slide 67



Slide 68



Slide 69

