

SUPPORTING STUDENTS WITH WORKING MEMORY DIFFICULTIES

OBSERVABLE BEHAVIOUR	INTERVENTIONS
The student has difficulty arriving at an overview of a complex situation (poor attention to detail, forgetting or skipping words, and writing shorter sentences).	<ul style="list-style-type: none"> • Reduce elements that can interfere with working memory; • Repeat information and make connections to other concepts; • Present concepts in a variety of different ways, using visual aids that allow encoding.
The student has difficulty independently starting or completing a task.	<ul style="list-style-type: none"> • Break the information into smaller instructional units; reduce the volume of work (quality vs quantity); • Provide memory aids and visual supports, including graphic organizers; • Monitor the student's work to head off delays; • Reduce the number of exercises; focus on the most important ones.
The student has difficulty retaining new words and remembering the vocabulary for the subject matter.	<ul style="list-style-type: none"> • Activate the student's previous knowledge and do frequent reviews; • Play visual and auditory memory games; • Present concepts in a variety of forms, using visual supports; • Allow the student to use reference tools (posters, dictionaries, lists of procedures).
The student has difficulty making inferences.	<ul style="list-style-type: none"> • Activate the student's previous knowledge; • Present concepts in a variety of forms, using visual aids conducive to coding and correlating.
The student has difficulty following a sequence of steps, verbal instructions, or tasks (in spite of repeated reminders).	<ul style="list-style-type: none"> • Reword instructions, using short sentences; • Ask the student to reflect back on what s/he has just heard; fill in any blanks; • Allow periods of time for review; Provide memory aids and visual supports (posters, dictionaries, lists of procedures); • Present concepts in a variety of ways; • Break tasks into smaller instructional units.

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The student has difficulty representing a problem visually ; s/he has weak reasoning skills.	<ul style="list-style-type: none"> • Play visual and auditory memory games; • Present concepts in a variety of ways, using visual supports; Reduce the volume of work; • Provide memory aids and visual supports (posters, graphic organizers, lists of procedures).
The student has difficulty remembering factual knowledge and procedural knowledge (new vocabulary words, spelling, verb declensions, and mathematical procedures).	<ul style="list-style-type: none"> • Personalize reference tools, memory aids, and routines; • Repeat information in a variety of ways, making connections to other concepts and visual supports; • Do frequent reviews; • Ask the student to reflect the steps in the task back to you; • Incorporate relevant subject matter using meaningful examples; • Keep new information brief and direct; repeat it concisely.
The student has difficulty transferring the concepts he/she has learned to other situations.	<ul style="list-style-type: none"> • Activate previous knowledge, making connections to other concepts; • Break instruction down into several steps; be explicit; • Provide opportunities for the student to repeat the task, adding details; • Provide information in a variety of ways (in writing, with visual supports, using modelling).
The student has difficulty remembering what s/he has just read, heard, wants to say, or was told to do.	<ul style="list-style-type: none"> • Present concepts in a variety of ways, with visual or auditory supports; • Do frequent reviews; • Break down instructions and steps; • Provide written instructions, posters, graphic organizers, etc. as reference tools; • Provide oral clues for problem-solving, writing out key words; • Repeat information in a variety of ways (visual, verbal, figure, checklist).
The student loses or forgets his/her personal belongings.	<ul style="list-style-type: none"> • Develop specific routines and procedures for daily activities.