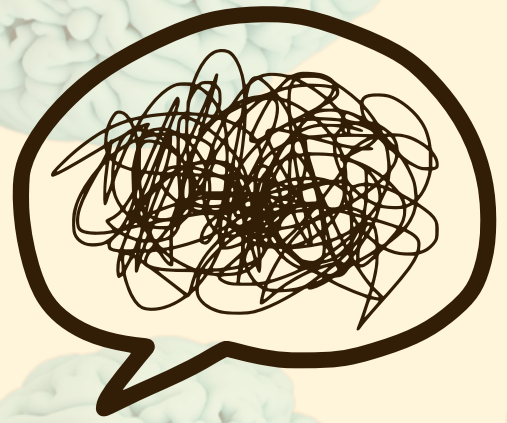


# Supporting Students With Working Memory Difficulties



## OBSERVABLE BEHAVIOUR

The student has difficulty arriving at an overview of a complex situation (poor attention to detail, forgetting or skipping words, and writing shorter sentences).

The student has difficulty independently starting or completing a task.

The student has difficulty retaining new words and remembering the vocabulary for the subject matter.

## INTERVENTIONS

- 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.
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- 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.
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- 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).



## OBSERVABLE BEHAVIOUR

The student has difficulty making inferences.

The student has difficulty following a sequence of steps, verbal instructions, or tasks (in spite of repeated reminders).

The student has difficulty representing a problem visually; s/he has weak reasoning skills.

The student loses or forgets his/her personal belongings.

## INTERVENTIONS

- Activate the student's previous knowledge;
- Present concepts in a variety of forms, using visual aids conducive to coding and correlating.

- 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.

- 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).

Develop specific routines and procedures for daily activities.



## OBSERVABLE BEHAVIOUR

The student has difficulty remembering factual knowledge and procedural knowledge (new vocabulary words, spelling, verb declensions, and mathematical procedures).

The student has difficulty transferring the concepts he/she has learned to other situations.

The student has difficulty remembering what s/he has just read, heard, wants to say, or was told to do.

## INTERVENTIONS

- 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.

- 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).

- 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).