

Meta-memory questions

1. How often do you forget what the teacher says? When do you remember what they say more easily?
2. What do you do when you need to keep track of information in your head?
3. Do you think memory problems may be a reason you find learning hard sometimes?
4. Tell me what you know about how memory works?
5. What are the different kinds of memory people have do you think? (remembering seeing things, heading things, touching things, doing things)
6. What do you think makes people forget things?
7. What kind of things are easy/hard for you to remember?
8. What makes it easy/hard for you to remember things?
9. Do you think it is harder for you to remember things compared to your friends in your class?
10. Do you have any control over how you remember things?
11. What do you do when you really want to remember something?
12. What so you do when you need to remember something then do something else at the same time?
13. Tell me how you try to remember something your teacher has said, even just for a short time?
14. How often do you repeat something over and over in your head to help you?
15. What do you do when you want to remember something you just saw/heard/touched/experienced?
16. Tell me about the methods you use to remember something?
17. Which of your memory methods work best for you?
18. Do you ever group words or bits of information together to help you remember something?
19. Do you ever try to picture things in your head to help you remember better?
20. Do you ever count on your fingers how many things you need to remember to do?
21. What can you do when you need to focus on something but are having distracting thoughts? Or something/someone is distracting you in the room?
22. Has anyone ever taught you ways to remember better and if so, what helped you?

(it is important to share what works for the adult when they are supporting their own memory skills-model that the teacher has difficulties to overcome too)

Teacher strategies to reduce cognitive load and increase potential memory uptake:

1. Keep verbalisations short, simple and consistent
2. Organised presentation and lessons
3. Allow pupils time to process information and think about their answers

4. Reduce multi-tasking e.g. listening to instructions AND writing the date at the same time
5. Allow students to use memory aids that THEY find useful
6. Reducing noise in the class during times for memory work
7. Keep lesson tasks short in length and mix in opportunities for movement regularly
8. Introduce procedural steps as they are required-i.e. not all at once before the activity begins
9. Provide visual representation for verbal memory enhancement
10. Give verbal instructions in the order with which they need to be completed.

Strategies are adapted from Milton J. Dehn "Essentials of Working Memory Assessment and Intervention" (2015)