



Use Multi-Sensory Approaches

The average person is able to remember approximately 4 things for 10-20 seconds unless we do something with that information.¹ A student with working memory deficits may only be able to remember 1-2 units of information for that period of time, and even that task may be difficult. The information below outlines suggestions for how to provide students with instruction in an environment that is conducive to alleviating working memory deficits. Additional strategies will be included in the Spotlight on anxiety and working memory.

WORKING MEMORY CLASSROOM STRATEGIES

Strategy	Components	Explanation
Well-designed Instruction	Provide explicit, intentional, and direct instruction	Teachers should work to simplify language and limit extraneous information. Also, providing directions in steps instead of all at once can help students focus on one task at a time.
	Preview upcoming material	This activity could consist of decoding a list of words from a chapter, previewing a section before discussion, or providing a preemptive set of notes before a lecture.
	Increase the meaningful connections the student makes to the material	Making connections will lessen cognitive demands and allow for increased understanding. The more students make connections between curriculum and their own knowledge and experiences, the more likely they will remember new information.
	Be prepared to repeat instructions often	The more the teacher directly, succinctly repeats or rephrases instructions after gaining the students' attention, the more likely the students are to follow these directions.

¹ Doolittle, Peter. (2013). TED: "How your working memory" makes sense of the world." Retrieved from: https://www.ted.com/talks/peter_doolittle_how_your_working_memory_makes_sense_of_the_world?language=en#t-550605



Landmark Teaching Principle™ #2

<p><u>Metacognition</u></p>	<p>Teach self-monitoring</p> <p>Foster self-advocacy</p> <p>Recognize forgetfulness</p>	<p>Explicitly teach strategies for students to self-monitor their own comprehension so they can adapt and avoid misunderstandings.</p> <p>Foster an environment in which students feel comfortable asking questions when they are confused.</p> <p>Some students need to be individually and specifically guided to understand when there is something that they are forgetting or do not understand.</p>
<p>Working Memory Aids</p>	<p>Use technology</p> <p>Create Visuals</p> <p>Make lists</p>	<p>Use technology to record and save important information. For example, use a smart phone to take a picture of an important note or assignment.</p> <p>Visuals provide students with a format that is often easier to process and remember. Just like road signs indicate familiar directions to drivers, an image associated with a classroom task may helpfully jog a student's memory.</p> <p>It always helps to write down the tasks that need to be completed on a to-do list or make a list of items you don't want to forget.</p>

HOW IS THIS USING MULTI-SENSORY APPROACHES?

When more modalities are utilized in a lesson, more pathways are engaged and there is a higher chance that students will learn and remember the targeted information.