

## Selecting Information

### Task A: Recalling Specific Words from Sentences

Listen to each sentence. When I repeat the sentence, you fill in the missing word. I'll do the first one as an example.

1. Pickles taste sour.  
Pickles taste sour.
2. My sister is four years old.  
My sister is \_\_\_\_\_ years old. *four*
3. Please open the door.  
Please open the \_\_\_\_\_. *door*
4. The slide is slippery.  
The \_\_\_\_\_ is slippery. *slide*
5. I tripped over the curb.  
I tripped over the \_\_\_\_\_. *curb*
6. Do you have change for a dollar?  
Do you have \_\_\_\_\_ for a dollar? *change*
7. Steve has a hole in his sock.  
Steve has a \_\_\_\_\_ in his sock. *hole*
8. Max drives an old, beat-up car.  
Max \_\_\_\_\_ an old, beat-up car. *drives*
9. The baby dumped his cereal on the floor.  
The baby dumped his \_\_\_\_\_ on the floor. *cereal*
10. The engine is making a funny noise.  
The engine is making a \_\_\_\_\_ noise. *funny*
11. My soccer ball has a hole in it.  
My soccer \_\_\_\_\_ has a hole in it. *ball*
12. The barber gave Dave a crooked haircut.  
The barber gave Dave a \_\_\_\_\_ haircut. *crooked*
13. Where is the lid to the toothpaste?  
Where is the lid to the \_\_\_\_\_? *toothpaste*
14. An octagon has eight sides.  
An octagon has \_\_\_\_\_ sides. *eight*

*I.E.P. Goal: The client will recall specific words from sentences presented aloud, with 90% or greater accuracy.*

**Using Aids to Remember**

**Task C: Chunking Word Lists, *continued***

Use chunking to group each item into a larger group. Then think of a memory peg as a heading for each group.

17. wrench	pliers	<input type="text"/>	<input type="text"/>
detergent	hammer	_____	_____
shampoo	cleanser	_____	_____
		_____	_____
18. police officer	nurse	<input type="text"/>	<input type="text"/>
bus	fire fighter	_____	_____
subway	taxi	_____	_____
		_____	_____
19. broil	bake	<input type="text"/>	<input type="text"/>
cotton	denim	_____	_____
fry	satin	_____	_____
		_____	_____
20. syrup	tomato sauce	<input type="text"/>	<input type="text"/>
comb	nail file	_____	_____
dental floss	gravy	_____	_____
		_____	_____

*I.E.P. Goal: The client will chunk information into categories and think of an appropriate memory peg for each group, with 90% or greater accuracy.*

## Using Aids to Remember

### Task S: Using Slot Outlines to Recall Information, *continued*

Read the paragraph below. Fill in the blanks with information from the paragraph. Then, cover the paragraph and retell it using the outline to help you remember it.

5. Physical fitness includes muscle strength, flexibility and endurance. If you have good muscle strength, you can lift, push and pull. If you have muscle endurance, you can use your muscles for long periods of time without getting tired. Flexibility enables you to twist, turn and bend easily. Another part of physical fitness is body composition. If the amount of fat in a person's body is low compared to the amount of muscle, that person has a lean body composition. People who are lean are more likely to be physically fit.

#### Physical Fitness

- I. Physical fitness includes:
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
- II. Muscle strength allows you to:
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
- III. People with good muscle endurance:
  - A. Can use their \_\_\_\_\_ for a long time
  - B. Won't get \_\_\_\_\_
- IV. Flexibility allows you to:
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
- V. People with a \_\_\_\_\_ body composition:
  - A. Have a low amount of \_\_\_\_\_ compared to \_\_\_\_\_
  - B. Are more likely to be \_\_\_\_\_

*I.E.P. Goal: The client will use slot outline formats to recall information presented in paragraphs, with 90% or greater accuracy.*

## Carryover Activities

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1. At the beginning of each therapy session, ask your client to recall his main daily activities for each day since you've been together. For the previous day, ask him to recall as many details as possible about the day, such as what he ate, what he wore, whom he saw, what he watched on TV, what happened in the news, etc.
2. At the end of a session, give the client an assignment to remember specific things she's likely to observe before your next meeting. For example, ask her to note and keep track of how many times she goes to the store, the name of each person who visits her home or room, what she eats for dinner each day, etc. Choose categories she's likely to encounter. At the beginning of the next session, ask her to recall items in the specific categories you've assigned her.
3. For clients who have difficulty grouping items for recall, provide real objects or models to use in practice. To begin, provide several objects from the same category (e.g., fruit) and one or two from a very different category (e.g., jewelry). Then, provide objects from categories that are closer (e.g., fruit and vegetables).

As the client progresses, provide objects that can be grouped in different ways (e.g., a red fire truck, an apple, a banana, a yellow cab, a red whistle, and a yellow ball). See how many ways the client can group the objects and ask him to identify a memory peg or label for each group, such as yellow things, red things, fruit, noisy things, or round things.

4. Ask the client to choose several picture cards or word cards at random from a stack of cards. Then, ask him to make up a story which incorporates the items to be recalled in the correct order.
5. Assist your client in making up her own shorthand system to help when taking notes. For example, use a + for *very*, imp. for *important*, & for *and*, or N for *no*, *not* or *never*.
6. Ask students to bring their class notes to therapy. Have them look over their notes, counting the most frequently used words. Help them develop shorthand symbols for these words. Then, have them practice taking notes using their new shorthand while you present the material aloud from their original notes.
7. Have the client practice taking phone messages, writing the most important information first and using his own shorthand to get more things written down. At the end of the session, see if he can relay the message, using his notes.
8. Help your client organize and keep a memory log. In the log, she should record things she forgot, including events (including names or appointments) and intentions (something she forgot to do or bring with her). She should record the date and time each event happened and any unusual circumstance, such as "tired, stayed up late, noisy environment", etc. Together, look for patterns to her forgetting and choose some strategies to help in these situations.