Introduction

No-Glamour® Memory, Second Edition, is for learners from ages 8 through adult who struggle to process, retain, or recall either verbal or visual information. *No-Glamour Memory* helps educate clinicians about how memory works, providing updated research and empirical data to justify the strategies and exercises included in the book.

This new edition divides exercises into Verbal and Visual sections (see below) and includes both beginner and advanced levels with new strategies, such as creating memory books and using mnemonic devices, to help address memory weaknesses for everyday life. Games have been added, as well as Suggestions for Teachers (Appendix 1.2) and Suggestions for Parents and Students (Appendix 1.3), which can be copied and sent home with the student. The suggestions for teachers and parents are designed to reinforce memory skills outside of sessions. Teachers and parents can be essential in helping a student strengthen memory strategies in school and at home. Suggestions for Adults (Appendix 1.1) has also been added, and it includes additional activities and ideas for boosting memory skills: creating external memory strategies, retrieving new information from long-term memory, and study systems for advanced students. Games have been included to potentially add a little fun into the process. The beginner level contains easier activities appropriate for elementary and early middle school students or for those individuals who want to build a stronger memory foundation before tackling the advanced exercises. The advanced level contains skills that are applicable to the classroom, work setting, or home environment. Sample answers for some of the exercises in each section are provided in the answer key. Accept any reasonable answer as correct.

Verbal Memory Strategies	**Visual Memory Strategies**
Rehearsing	Chunking
Chunking	Visualizing
Visualizing	Identifying key concepts
Using mnemonics	Graphing and charting
Linking and associations	Defining and drawing
Identifying key concepts	Paraphrasing
Creating visual aids	Taking notes
Paraphrasing	Creating memory books

The goal of this book is to strengthen memory in order to increase learning efficiency. The strategies listed in this book target short-term memory (STM), working memory (WM), and long-term memory (LTM). One strategy focuses on organization to reduce cognitive load. Please note that many strategies address more than one type of memory.

Strategy Target	Strategy Names
Short-term memory	Rehearsing
Working memory	Rehearsing
	Chunking
	Visualizing
	Linking and associations
	Using mnemonic devices
	Identifying key concepts
	Creating visual aids
	Graphing and charting
	Defining and drawing
	Paraphrasing
	Taking notes
Long-term memory	Visualizing
	Linking and associations
	Using mnemonic devices
	Identifying key concepts
	Creating visual aids
	Graphing and charting
	Defining and drawing
	Paraphrasing
	Taking notes
Organization to reduce cognitive load and promote efficient retrieval from LTM	Creating external memory systems

In Chapter 2, Assessment Measures, several informal surveys and tests are provided. A pretest/posttest for verbal memory has been included in Chapter 3, and a pretest/posttest for visual memory has been included in Chapter 4. Have students complete the tests before doing the exercises in the section. A score of 80% is considered passing and indicates that the student has a strong understanding of the strategies for committing information that is heard, written, or seen to memory. If a student scores below 80%, identify which strategy or strategies the student is having difficulty with, and begin therapy there. Then when the student has completed the exercises, have him or her take the test again. Compare the results to the original score. Continue remediation as needed.

The exercises in *No-Glamour Memory, Second Edition* are designed to build strategies to strengthen memory and improve learning efficiency. However, there are many variables that can affect attention, memory, and overall learning. Be sure to create an optimal learning environment. In addition, it is important for the student to understand how the skills practiced in the exercises can be carried over to everyday life.