

Introduction

Help for Memory is the third volume in the *HELP for ...* series. As with the two previous volumes, *HELP for Memory* focuses on a specific area — memory strategies for organizing and retrieving information.

The goal of *HELP for Memory* is not necessarily to expand or improve an individual's memory but to provide a means of systematic training in memory strategies to aid in recall. Because memory is such a broad-based process, the exercises within this volume encompass a range of discrete, supportive skills, such as attention, discrimination, categorization, and association. A variety of tasks and stimulus items covers many different content areas. The purpose of the exercises is not necessarily to enable the client to recall the specific content information from one session to the next, but rather to use the exercises as a means of acquiring memory strategies which the client can apply to daily life.

HELP for Memory targets the eight-year-old to adult population. Stimulus items are arranged in order from the easiest to the most difficult whenever possible. IEP goals are presented at the bottom of each page to further explain the individual tasks as well as to assist in writing goals. Carryover activities to expand and reinforce individual tasks and to help integrate therapy objectives into the classroom and everyday life situations are presented at the end of the book.

The following guidelines are offered for effective use of the tasks in *HELP for Memory*:

1. As with all *HELP* volumes, clinician discretion is essential in selecting and modifying tasks to best meet each client's individual needs and to build on his or her strengths. Since individual approaches to organizing and recalling information vary, some strategies will prove more helpful to each client than others. Work with each client to decide which strategies are the most helpful.
2. Many of the tasks are intended to be presented and carried out as oral tasks. For this reason, space for written responses is not provided with every task.
3. Use the Answer Key with caution, accepting other logical responses as correct where appropriate.
4. As recommended in the section introductions, many of the tasks are intended to be presented in one session with recall of the task or strategy carried over to the end of the session or to subsequent sections.

5. Strive to make the recall process intentional. Make your client aware of which strategies seem to be the most helpful, matching the strategies to the demands for recall the client is likely to encounter on a daily basis. For example, the strategies most helpful to a student who must frequently learn and recall information for tests might be different from those most helpful to an adult whose primary memory needs focus on activities of daily living.
6. Strive to achieve carryover of memory strategies to the environment outside of the therapy setting by sharing the strategies with family members, teachers and other rehabilitation team members. Ask for feedback on which strategies are the most successful in real-life situations and on those contexts in which recall seems the most difficult.

I hope that *HELP for Memory* will serve as another useful tool for you to combine with your professional expertise, enabling your clients to strengthen and expand their repertoires of helpful memory strategies. Perhaps it will also help you in remembering and carrying out the many responsibilities of your personal and professional lives!

Andrea