

### **MEMORY & ORGANISATIONAL SKILLS FOR THE YOUNGER CHILD**

- If your child has difficulty in following instructions, limit the amount of tasks given. Then break them down into smaller steps and ask them to be recalled straight away. In this way the child can be encouraged to pay closer attention in the first instance and could receive further clarification if he/she was unable to understand them.
- It may be helpful for the child to use stickers/visual pictures to help him/her to remember what he/she is being asked to do, or things to bring to school or take home.
- A visual list, pictorial/words used on a timetable may aid the child in knowing what the next lesson is and what they might need.
- A reward system could be introduced, preferably in the form of a star chart or other visible chart so the child can see what he/she has achieved and what he/she is still working towards achieving.
- Encourage the child to do errands to allow him/her to increase responsibility/ independence and encourage him/her to recall what he /she needs to do, such as a list of items to collect, a written message to be given to someone.

#### **Some examples of appropriate memory games are:**

- o Mum went to market and bought... (adding on one item at a time)
- o Nursery or learning rhymes (eg Thirty days hath September)
- o Pelmanism card game (matching pairs)
- o Kim's Game (placing a number of items on a tray and covering up. Child recalls all items or take 1-2 objects away and child recalls missing items).

Ask the child to bring you 2 familiar objects within a set time. For example" go to the hall and bring me my black shoes and blue bag".

Using colour in the command can help us remember verbal information. Increase the number of tasks as improvement is gained.

Ask your child to give you eye contact before giving them a verbal instruction. Then ask them to repeat it or say it quietly until they have completed the task.

- A homework/message book may be useful for messages for school/home to ensure the child does not forget any important information. Letters home/school can also be kept in a book so the parent/teacher knows exactly where to locate them.
- It is helpful if the child has one place to store all their belongings at school such as books and pencils, as several places will only add confusion. Labelling the drawer clearly so the child knows which is his/hers.
- If books have to be stored separately, then clearly labelling a child's book with a sticker or colour coding can be useful in distinguishing it from others.



- A clearly marked coat peg placed away from the main cloakroom can be helpful. Having a large drawstring labelled bag hanging on coat peg gives the child a place to store loose items such as gym shoes, books etc which may get otherwise forgotten or separated from their things. Mislaid items that are labelled can then be easily identified and returned to the child's bag.

## **ORGANISATIONAL TIPS FOR YOUNGER CHILDREN**

- Use a corkboard and have a timetable up of all activities in and out of school
- Label the drawers
- Lay out clothes the night before

- Pack the school bag and place it by the door the night before
- May use a checklist of items if required, eg books, pencil case, P.E kit.
- When dressing provide visual prompt of time frame the activity should be completed in.
- For example, show the child the clock and ask him/her to be dressed and downstairs within five minutes. Gradually decrease this to a smaller time frame.
- If organisation of shoes is difficult, try using different coloured insoles to prompt him or her to place shoes on correct feet. It may also be helpful to cut a sticker in half and place inside shoe . The child will need to place the two shoes on floor side by side to “complete” the picture
- Encourage the child to check his/her clothes when he/she is dressed. If there is any difficulty with organising clothes correct way around. It may also be beneficial to encourage the child to use a mirror to begin to notice when clothes need to be adjusted.



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