

## Handbook of Exercises for Language Processing

# HELLP<sup>®</sup> for MEMORY

**Andrea M. Lazzari**

Skill Area:	Memory
Ages:	8 thru adult
Grades:	3 and up

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*HELP for Memory* is Andrea's eighteenth publication with LinguSystems. She is also the author of *Just for Adults*, *HELP for Grammar*, and *The HELP Test - Elementary* and the co-author of *HELP 1*, *HELP 2*, *HELP 3*, *HELP 4*, *HELP 5*, *HELP 1 & 2 Language Pictures*, *HELP 1 & 2 Language Game*, *HELP 3 & 4 Language Pictures*, *HELP 3 & 4 Language Game*, *HELP Elementary*, *HELP for Auditory Processing*, *HELP for Word Finding*, *Test Right*, and *125 Ways to Be a Better Test Taker*.

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## Introduction

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*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

## Selecting Information

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A key factor in the effective use of memory strategies is the ability to identify and select the most critical incoming information from the wealth of input received. This section helps the client zero in on the most important information rather than trying to process and recall everything in a statement or message.

**Task A** is included to help focus on tasks at the sentence level. It is intended to be used for orientation to this section. **Tasks B-K** progress from the sentence level to the paragraph level for a variety of types of incoming information. Although most of the exercises in this section are intended to be done orally, some clients may benefit from reading along with you the first time the stimuli are presented, even though the answers may be right on these pages. Initially, you may also need to present the items several times in a row, fading to only one oral presentation.

**Tasks L** and **M** provide the opportunity to judge the importance of information to remember and to prioritize different types of information. These tasks are included to help the client develop an awareness of the need to focus on the most critical pieces of incoming information. When working on **Tasks L** and **M**, be sure to ask the client to explain his answer. If the client has a reasonable explanation for choosing one answer over another one, his answer is acceptable.

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## 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.*

## Selecting Information

### Task A: Recalling Specific Words from Sentences, *continued*

Listen to each sentence. When I repeat the sentence, you fill in the missing word.

15. The bank closes at six o'clock.  
The bank closes at \_\_\_\_\_ o'clock. *six*
16. Whenever it rains, our roof leaks.  
Whenever it rains, our \_\_\_\_\_ leaks. *roof*
17. Do frogs or toads live in water?  
Do frogs or \_\_\_\_\_ live in water? *toads*
18. The collar of my shirt is too tight.  
The \_\_\_\_\_ of my shirt is too tight. *collar*
19. The balloon burst when I sat on it.  
The balloon \_\_\_\_\_ when I sat on it. *burst*
20. How many bones are there in a cat's tail?  
How many \_\_\_\_\_ are there in a cat's tail? *bones*
21. The truck flipped over and landed in a ditch.  
The truck \_\_\_\_\_ over and landed in a ditch. *flipped*
22. If you like tomatoes, you'll love this salad.  
If you like \_\_\_\_\_, you'll love this salad. *tomatoes*
23. Ask Liza if she is done with the newspaper.  
Ask \_\_\_\_\_ if she is done with the newspaper. *Liza*
24. Put your banana peel in the trash can.  
Put your banana \_\_\_\_\_ in the trash can. *peel*
25. Tyrone won a stuffed panda at the fair.  
Tyrone won a stuffed \_\_\_\_\_ at the fair. *panda*
26. The washing machine takes two quarters.  
The washing machine takes two \_\_\_\_\_. *quarters*
27. The salty pretzels made me thirsty.  
The salty pretzels made me \_\_\_\_\_. *thirsty*
28. When I washed the pillow, all the stuffing came out.  
When I washed the pillow, all the \_\_\_\_\_ came out. *stuffing*

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

## Selecting Information

### Task B: Recognition Memory for Words in Sentences

Listen to each sentence and tell me if the key words I ask you about are in the sentence.

*Note: To make this task easier, say the key word(s) before you present each sentence as well as after each sentence.*

1. The grocery store has red and green apples but no yellow ones.  
Did you hear the words *apples*? *yes*
2. There must be something stuck in the machine because I can't turn the handle.  
Did you hear the word *handle*? *yes*
3. I read over the report and found no mistakes.  
Did you hear the word *bead*? *no*
4. The green shirt is too tight in the neck.  
Did you hear the word *collar*? *no*
5. I'd love a slice of warm blueberry pie.  
Did you hear the word *slice*? *yes*
6. When the drum major raised his arm, the band members raised their instruments.  
Did you hear the word *baton*? *no*
7. Do you think the pencil will sink or float?  
Did you hear the word *float*? *yes*
8. We'll need a three-inch wide strip of wood to repair the door.  
Did you hear the word *wide*? *yes*
9. If that pen is leaking, throw it away.  
Did you hear the word *point*? *no*
10. If you're in second gear, you should be going faster.  
Did you hear the word *gear*? *yes*
11. As I was putting the picture in the new frame, I cut my finger on the sharp glass.  
Did you hear the word *finger*? *yes*
12. I hope the phone doesn't ring when I'm sleeping.  
Did you hear the word *whale*? *no*
13. The air feels cool and looks clear this morning.  
Did you hear the word *crisp*? *no*

*I.E.P. Goal: The client will listen to sentences and recall if key words are in the sentences, with 90% or greater accuracy.*

## Selecting Information

### Task B: Recognition Memory for Words in Sentences, *continued*

Listen to each sentence and tell me if the key words I ask you about are in the sentence.

*Note: To make this task easier, say the key word(s) before you present each sentence as well as after each sentence.*

14. My watch has a fluorescent dial that lights up in the dark.  
Did you hear the word *dial*? *yes*
15. I couldn't hear the waiter over the clatter of the dishes.  
Did you hear the word *click*? *no*
16. A worn, brown satchel was found on the bench near the fountain.  
Did you hear the word *satchel*? *yes*
17. Did you find any change when you cleaned out the desk drawers?  
Did you hear the word *crate*? *no*
18. When the car hit the speed bump, all the books on the back seat slid to the floor.  
Did you hear the word *slope*? *no*
19. The cost of the tickets for Saturday night is almost twice as much as for Thursday night.  
Did you hear the word *night*? *yes*  
Did you hear the word *cost*? *yes*
20. Amy hides her diary key in the toe of her slipper.  
Did you hear the word *diary*? *yes*  
Did you hear the word *slipper*? *yes*
21. We had a great view of the mountains from our cabin window.  
Did you hear the word *lake*? *no*  
Did you hear the word *view*? *yes*
22. Tracy Buck's new book will have you laughing and crying at the same time.  
Did you hear the word *reading*? *no*  
Did you hear the word *sleeping*? *no*
23. When Lance picked up his jeans from the floor, a five-dollar bill fell out.  
Did you hear the word *jeans*? *yes*  
Did you hear the word *belt*? *no*
24. It took all of my effort to climb to the peak of the mountain.  
Did you hear the word *effort*? *yes*  
Did you hear the word *peak*? *yes*

*I.E.P. Goal: The client will listen to sentences and recall if key words are in the sentences, with 90% or greater accuracy.*

## Selecting Information

### Task B: Recognition Memory for Words in Sentences, *continued*

Listen to each sentence and tell me if the key words I ask you about are in the sentence.

*Note: To make this task easier, say the key word(s) before you present each sentence as well as after each sentence.*

25. Deal out all the cards, starting with the person seated to your left.  
Did you hear the word *deal*? *yes*  
Did you hear the word *shuffle*? *no*
26. The radiator clanged loudly as the hot water circulated through the pipes.  
Did you hear the word *banged*? *no*  
Did you hear the word *shifted*? *no*
27. Jack is absolutely sure that he removed the keys from his pocket before he packed his jacket in his suitcase.  
Did you hear the word *keys*? *yes*  
Did you hear the word *pocket*? *yes*  
Did you hear the word *wallet*? *no*
28. If you are wearing shoes with hard soles, please remove them, especially if you have high heels.  
Did you hear the word *shoes*? *yes*  
Did you hear the word *soles*? *yes*  
Did you hear the word *heels*? *yes*
29. Why don't drivers pull over to the right-hand side of the road when they hear a siren behind them?  
Did you hear the word *road*? *yes*  
Did you hear the word *siren*? *yes*  
Did you hear the word *vehicle*? *no*
30. Even though the meal smelled and looked delicious, I was too tired to eat after my long and stressful day at work.  
Did you hear the word *dinner*? *no*  
Did you hear the word *tasted*? *no*  
Did you hear the word *ride*? *no*
31. Since the pages sometimes become separated from one another, be sure to put your name at the top of each page.  
Did you hear the word *pages*? *yes*  
Did you hear the word *date*? *no*  
Did you hear the word *name*? *yes*

*I.E.P. Goal: The client will listen to sentences and recall if key words are in the sentences, with 90% or greater accuracy.*

## Selecting Information

### Task C: Choosing Specific Word Types from Sentences

Listen to each sentence for the type of word I say to remember. I'll do the first one as an example.

1. Listen for a color.  
A gray cloud covered the sun. *gray*
2. Listen for a number.  
Two boys played on the swings. *two*
3. Listen for a shape.  
Stand inside the circle. *circle*
4. Listen for a food.  
I hope we have soup for lunch. *soup*
5. Listen for a type of weather.  
We usually have rain on the weekend. *rain*
6. Listen for clothing.  
I left my socks under the couch. *socks*
7. Listen for furniture.  
Did you make your bed this morning? *bed*
8. Listen for an animal.  
Are there beavers in the stream? *beavers*
9. Listen for a person's name.  
Let's ask Richard to go with us. *Richard*
10. Listen for a flower.  
Daisies covered the field. *daisies*
11. Listen for a fruit.  
Cut the oranges into smaller pieces. *oranges*
12. Listen for a vehicle.  
The dump truck was filled with dirt. *dump truck*
13. Listen for a relative.  
My uncle works at the garage. *uncle*
14. Listen for a game.  
During recess, we played kick ball. *kick ball*

*I.E.P. Goal: The client will identify and recall specific word types in sentences presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task C: Choosing Specific Word Types from Sentences, *continued*

Listen to each sentence for the type of word I say to remember.

15. Listen for a sport.  
Sharon is the captain of the hockey team. *hockey*
16. Listen for a country.  
The mountains in Canada are beautiful. *Canada*
17. Listen for a school subject.  
In geography, we are studying South America. *geography*
18. Listen for a type of dog.  
Our collie is very good with children. *collie*
19. Listen for a month of the year.  
I think this bill was due in August. *August*
20. Listen for a day of the week.  
Every Thursday we go to Kim's for dinner. *Thursday*
21. Listen for a tool.  
If you leave the pliers outside, they'll rust. *pliers*
22. Listen for a vegetable.  
Try to wash all the sand off the spinach. *spinach*
23. Listen for jewelry.  
When I washed my hands, my ring went down the drain. *ring*
24. Listen for a container.  
My thermos leaked on the way to the park. *thermos*
25. Listen for an occupation.  
The dentist told me I have strong teeth. *dentist*
26. Listen for numbers.  
One box of mix makes 20 muffins. *one, 20*
27. Listen for people's names.  
Dan asked Alan if he could borrow his notebook. *Dan, Alan*
28. Listen for things to read.  
Do you recycle newspapers or magazines? *newspapers, magazines*

*I.E.P. Goal: The client will identify and recall specific word types in sentences presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task D: Identifying Key Elements in Sentences

Listen to each sentence. Then tell me the most important things to remember in each one. I'll do the first sentence as an example.

1. Linda is in the third grade. *Linda, third grade*
2. Carla wears a size ten. *Carla, size ten*
3. Jeff rides bus number 16 to work. *Jeff, bus number 16*
4. The book is due on Friday. *book, due Friday*
5. Lunch will be served at one o'clock. *lunch, one o'clock*
6. The dog took the towel from the basket. *dog, took towel*
7. These red shoes belong to Alma. *red shoes, Alma's*
8. There's a parking place by the mailbox. *parking place, by mailbox*
9. Paula needs some sharp scissors. *Paula, sharp scissors*
10. The bowls go on the top shelf. *bowls, top shelf*
11. Wednesday afternoon is when the play starts. *Wednesday afternoon, play starts*
12. The largest loaf is in the paper bag. *largest loaf, paper bag*
13. The blue book belongs on the bottom shelf. *blue book, bottom shelf*
14. My brothers' names are Andy and John. *brothers, Andy and John*
15. This old sweater is Grandpa's favorite. *old sweater, Grandpa's favorite*
16. I know that Arkansas' area code is 501. *Arkansas, area code 501*
17. You must come to a full stop at a red light. *full stop, red light*
18. There are 17 students in the band. *17 students, band*
19. Joe's favorite lunch is tuna salad. *Joe's favorite lunch, tuna salad*
20. Some apples fell from the tree to the ground. *apples, fell*

*I.E.P. Goal: The client will identify and recall key elements in sentences presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task D: Identifying Key Elements in Sentences, *continued*

Listen to each sentence. Then tell me the most important things to remember in each one.

21. Autumn begins on September 23 this year. *autumn, September 23*
22. The state of Utah is on Mountain Time. *Utah, Mountain Time*
23. Alberto got a B in math and a C in history. *Alberto, B in math, C in history*
24. Keith is from Florida and Latrice is from Quebec. *Keith from Florida, Latrice from Quebec*
25. To make bread you must have flour, yeast, and butter. *make bread; flour, yeast, butter*
26. The balance in my checkbook is \$94.37. *checkbook balance, \$94.37*
27. Josh and Tyler were both born in 1972. *Josh, Tyler; born 1972*
28. Tasha's grade point average is 3.0. *Tasha, 3.0 grade point average*
29. If you conceal something, you hide it. *conceal means hide*
30. The word *kindness* is a noun. *kindness is a noun*
31. The letter C is the Roman numeral for 100. *C = Roman numeral 100*
32. The red marker is empty, but the green one is okay. *red marker empty, green marker okay*
33. If the fire alarm rings, everyone should walk outside slowly. *fire alarm, walk outside slowly*
34. Ben Franklin was a printer's apprentice for a few years. *Ben Franklin, printer's apprentice*
35. Birds have feathers, but fish have scales. *birds have feathers, fish have scales*
36. After class, let's do our homework and talk to Mr. Conley. *do homework, talk to Mr. Conley after class*
37. Before the party, we need to slice the cheese and wash the fruit. *slice cheese, wash fruit*
38. Flu shots are free at Brookside Clinic during September and October. *free flu shots, Brookside Clinic, September and October*

*I.E.P. Goal: The client will identify and recall key elements in sentences presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task E: Identifying Irrelevant Information in Sentences

Listen to each sentence. Then choose the information in each sentence that's not important to remember. I'll do the first one as an example.

1. I wish you would let me borrow your new coat. *I wish you would*
2. I'm pretty sure that today is Monday. *I'm pretty sure that*
3. Hopefully, Dan can fix the shelf. *hopefully*
4. Please pass me the bread, if you can reach it. *if you can reach it*
5. Unfortunately, it rained all day. *unfortunately*
6. If you have a minute, look at this letter. *if you have a minute*
7. A bear hibernates, for example. *for example*
8. All right now, it's time to go. *all right now*
9. Use pink paper, if you'd like. *if you'd like*
10. Can you believe that I found a hundred dollars? *can you believe that*
11. You're going to the party, aren't you? *aren't you*
12. The blue team won, if you want my opinion. *if you want my opinion*
13. And yet, I was glad to be home. *and yet*
14. Every so often, I like to get up at dawn. *every so often*
15. If you're not too busy, turn off the lights. *if you're not too busy*
16. I gained five pounds, more or less. *more or less*
17. The noise never goes away, in some cases. *in some cases*
18. Of course, there are other routes you can take. *of course*
19. It would be a good idea if you stopped now. *it would be a good idea if*
20. Actually, I'm not related to Carrie. *actually*

*I.E.P. Goal: The client will identify and recall irrelevant information in sentences presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task E: Identifying Irrelevant Information in Sentences, *continued*

Listen to each sentence. Then choose the information in each one that's not important to remember.

21. Mr. Lee got a big raise today, or so I heard. *or so I heard*
22. Add two cups of water and try not to spill them. *and try not to spill them*
23. As a family, the Martins are learning to ice skate. *as a family*
24. After all his hard work, Joe won the election. *after all his hard work*
25. I'll have the mashed potatoes since they're my favorite vegetable. *since they're my favorite vegetable*
26. After a lot of thought, I've decided to move. *after a lot of thought*
27. Don't worry, because I'll bring plenty of paper. *don't worry, because*
28. On the other hand, dogs can be good burglar alarms. *on the other hand*
29. It's really getting cool outside, or so it seems. *or so it seems*
30. The red one looks the best, don't you think? *don't you think*
31. I don't doubt that you were surprised. *I don't doubt that*
32. This fertilizer, in turn, will help the plants grow. *in turn*
33. The seniors, on the other hand, get to sit in the front. *on the other hand*
34. Are you trying to tell me that you broke the window? *are you trying to tell me that*
35. So you're saying that you'd rather work evenings? *so you're saying that*
36. It rained all afternoon, in spite of the forecast. *in spite of the forecast*
37. I found out that most of the U.S. Presidents had been lawyers. *I found out that*
38. How many times have I told you to turn off the oven when you take out the food?  
*how many times have I told you to*
39. One thing is clear—all children have a right to learn. *one thing is clear*

*I.E.P. Goal: The client will identify and recall irrelevant information in sentences presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task F: Choosing Specific Word Types from Messages

Listen to each message for the specific information I say. I'll do the first one as an example.

1. Listen for the person's name in this message.  
Chip wants you to call him this evening. *Chip*
2. Listen for the time in this message.  
Be ready by nine o'clock. *nine o'clock*
3. Listen for the day in this message.  
Your appointment is on Tuesday. *Tuesday*
4. Listen for the month in this message.  
Carl's birthday is in February. *February*
5. Listen for the place in this message.  
Meet me in front of the bakery. *bakery*
6. Listen for the number in this message.  
Bring ten pencils to the meeting. *ten*
7. Listen for the color in this message.  
The green chair is the one that is broken. *green*
8. Listen for the size in this message.  
Buy Dad a large sweatshirt. *large*
9. Listen for the number of times in this message.  
Knock twice before you open the door. *twice*
10. Listen for the time in this message.  
The play starts at 8:30 P.M. sharp. *8:30 P.M.*
11. Listen for the name in this message.  
Mrs. Silvia is our new teacher. *Mrs. Silvia*
12. Listen for the weight in this message.  
The winning pumpkin weighed 18 pounds! *18 pounds*
13. Listen for the country in this message.  
My uncle was born in Greece. *Greece*
14. Listen for the distance in this message.  
The school is four miles from here. *four miles*

*I.E.P. Goal: The client will identify and recall specific word types in messages presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task F: Choosing Specific Word Types from Messages, *continued*

Listen to each message for the specific information I say.

15. Listen for the amount in this message.  
You owe me \$14 for the tickets. *\$14*
16. Listen for the street in this message.  
The bridge on Old Mountain Road is washed out. *Old Mountain Road*
17. Listen for the temperature in this message.  
Bake the rolls at 350 degrees. *350 degrees*
18. Listen for the speed limit in this message.  
You may not drive above 30 miles per hour through town. *30 miles per hour*
19. Listen for the fraction in this message.  
Add one-third cup of milk to the batter. *one-third*
20. Listen for the direction in this message.  
Plant the trees on the north side of the house. *north*
21. Listen for the measurement in this message.  
Buy me an eight-inch piece of red ribbon. *eight-inch*
22. Listen for the amount in this message.  
We need a dozen more napkins. *a dozen*
23. Listen for the place in this message.  
Put the flags in the trunk of my car. *trunk of my car*
24. Listen for the amount in this message.  
Mr. Jordan needs four more gallons of white paint. *four gallons*
25. Listen for the age in this message.  
The five-year-old class is in this room. *five-year-old*
26. Listen for the direction in this message.  
Sue said to turn left at the third stop sign. *left*
27. Listen for the size in this message.  
Uncle Jake's ranch covers almost 300 acres. *300 acres*
28. Listen for the weight in this message.  
Try to get the baby to drink at least six ounces of milk. *six ounces*

*I.E.P. Goal: The client will identify and recall specific word types in messages presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task G: Identifying Key Elements in Messages

Listen to these messages. Then tell me the most important things to remember in each one. I'll do the first one as an example.

1. Please put the groceries in a paper bag. *groceries, paper bag*
2. Don't forget to bring your word cards. *bring word cards*
3. The party starts at four o'clock. *party, four o'clock*
4. You must use a number two pencil. *number two pencil*
5. Bring your soccer ball to practice. *soccer ball, practice*
6. We have our first game on Friday. *first game, Friday*
7. I put your wallet on the dresser. *wallet, dresser*
8. Ms. Carson has your check. *Ms. Carson, check*
9. I'm going to the bank after lunch. *bank, after lunch*
10. Leave the newspaper under the mat. *newspaper, under mat*
11. The new library cards are orange. *library cards, orange*
12. Please put a new light bulb in the front hall. *new light bulb, front hall*
13. Don't forget to put your papers in the blue folder. *papers, blue folder*
14. Add two cups of water to the soup. *two cups of water, soup*
15. You may park in space number 72. *park, space 72*
16. There are extra spoons in the top drawer. *extra spoons, top drawer*
17. It's Jana's turn to be the leader. *Jana, leader*
18. Look under the sink for the cleanser. *under sink, cleanser*
19. Call Mr. Rossi on Thursday afternoon. *call Mr. Rossi, Thursday afternoon*
20. Use the silver key to open the back door. *silver key, back door*

*I.E.P. Goal: The client will identify and recall key elements in messages presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task G: Identifying Key Elements in Messages, *continued*

Listen to these messages. Then tell me the most important things to remember in each one.

21. Turn on the machine and then insert the disk. *turn on machine, insert disk*
22. Put your finished projects in the basket. *projects, in basket*
23. The mail is picked up at one o'clock. *mail, one o'clock*
24. We need milk and bread from the store. *milk, bread*
25. Press number nine if you need help. *number nine, help*
26. If you're looking for the can opener, it's in the top drawer. *can opener, top drawer*
27. The library will be closed next Monday for a holiday. *library, closed Monday*
28. Take two pills each evening before going to bed. *two pills, before bed*
29. After you read the book, write a three-page report. *read book, three-page report*
30. Wait for me on the corner in front of Oliver Hall. *corner, in front of Oliver Hall*
31. If your name begins with the letter C, line up. *letter C, line up*
32. When the pizza is ready, cut it into 12 equal slices. *pizza, 12 slices*
33. Take the bread out of the oven when the buzzer sounds. *bread out when buzzer sounds*
34. Make a reservation for me for Monday night at the Airport Inn. *reservation, Monday night, Airport Inn*
35. Mrs. Alvarez wants you to bring the report to the meeting tomorrow. *Mrs. Alvarez, report, meeting tomorrow*
36. Line up on the right if you're waiting to buy stamps. *line up on right, stamps*
37. The kitten needs to be fed this formula once every two hours. *kitten, formula, every two hours*
38. Place your recycling bin at the curb no later than 7:00 A.M. *recycling bin, curb, 7:00 A.M.*
39. The news comes on Channel 23 at five o'clock. *news, Channel 23, five o'clock*

*I.E.P. Goal: The client will identify and recall key elements in messages presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task H: Identifying Irrelevant Information in Messages

Listen to each message. Then tell me the information in each one that's not important to remember. I'll do the first one as an example.

1. Don't forget to be here by noon. *don't forget to*
2. I think we're ready to line up. *I think*
3. Did I tell you that Eric called? *did I tell you that*
4. Most likely, I'll be there by nine. *most likely*
5. Call me tomorrow if you're not too busy. *if you're not too busy*
6. The message was to call Maria. *the message was to*
7. Be ready by four o'clock and not a minute later! *and not a minute later*
8. A man called to say that your car is ready. *a man called to say that*
9. Did you hear that Route 10 is closed? *did you hear that*
10. She said that your tickets are ready to be picked up. *she said that*
11. As usual, the class begins at six thirty. *as usual*
12. Sadie will pick us up today, for a change. *for a change*
13. The coach told us that the game starts at two o'clock. *the coach told us that*
14. My classmate said that our book reports are due on Tuesday. *my classmate said that*
15. Be sure to bring a map and a hat. *be sure to*
16. Call Ms. Carr, if you have a chance. *if you have a chance*
17. Unfortunately, the sale ended yesterday. *unfortunately*
18. We really need to finish the project next week. *we really need to*
19. Stan wants you to keep the money, or so he said. *or so he said*
20. It would be helpful if you would dust the bookshelves. *it would be helpful if you would*

*I.E.P. Goal: The client will identify and recall irrelevant information in messages presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task H: Identifying Irrelevant Information in Messages, *continued*

Listen to each message. Then tell me the information in each one that's not important to remember.

21. I couldn't believe that I lost your ring! *I couldn't believe that*
22. Eventually, the slippers will stretch. *eventually*
23. I'm counting on you to lock up. *I'm counting on you to*
24. I believe that it is your turn to wash the dishes. *I believe that*
25. Smoke is coming from the garage and I'm not kidding! *and I'm not kidding*
26. In general, you can expect it to take three weeks. *in general, you can*
27. I was surprised to find that Bell's store has closed down. *I was surprised to find that*
28. Our boat was washed away in the storm, I'm sorry to say. *I'm sorry to say*
29. Mom said to remind you that the bus comes at three o'clock. *Mom said to remind you that*
30. It's clear that the repairs did not help the problem. *It's clear that*
31. If you take my phone calls, I will be grateful. *I will be grateful*
32. I heard officially that the case is closed. *I heard officially that*
33. There is a 75% chance of rain tonight, according to the radio. *according to the radio*
34. Julia has invited all of us for dinner, if you can believe it! *if you can believe it*
35. Take the magazines and leave me the book, if that suits you. *if that suits you*
36. While I'm on vacation, please water my plants and feed the fish. *While I'm on vacation, please*
37. I need to know if you will be coming with us. *I need to know if*
38. Looking at the schedule, I see that we have a break at three o'clock. *looking at the schedule, I see that*

*I.E.P. Goal: The client will identify and recall irrelevant information in messages presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task I: Choosing Specific Word Types from Paragraphs

Listen to each paragraph for the specific information I ask for.

1. Listen for a day of the week.

Every Wednesday, I go to my aunt's house after school. I wait there until five o'clock when my sister comes to pick me up. I like to go to my aunt's house on Wednesdays because I always have fun.

Which day of the week do you remember hearing? *Wednesday*

2. Listen for a container.

Eric collects marbles. One day he was carrying his box of marbles up the stairs. When he was almost to the top, he dropped the box. One hundred marbles bounced noisily down the steps. It took Eric an hour to pick up the marbles and put them back in the box.

Which container do you remember hearing? *box*

3. Listen for children's names.

Anna goes to Westside Elementary School. She's in the fourth grade. Her brother, Paul, is in the first grade. Their grandma, Mrs. Carter, works in the school cafeteria. Anna and Paul get to see her every day.

Which children's names do you remember hearing? *Anna, Paul*

4. Listen for colors.

Fall is my favorite season. I love the cool nights and warm days. The park becomes a carpet of red and gold leaves. I like to sit and watch flocks of birds fly by as I sip fresh apple cider.

Which colors do you remember hearing? *red, gold*

5. Listen for foods.

Yesterday, I walked to the grocery store. As I was walking home, I heard a ripping sound. Suddenly, three apples bounced on the sidewalk. A big grapefruit rolled into the street. Luckily, the eggs stayed in the bag.

Which foods do you remember hearing? *apples, grapefruit, eggs*

*I.E.P. Goal: The client will identify and recall specific word types in paragraphs presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task I: Choosing Specific Word Types from Paragraphs, *continued*

Listen to each paragraph for the specific information I ask for.

6. Listen for kinds of transportation.

Saul works in the city. He doesn't own a car, so he takes the subway downtown each day. Although the subway is often noisy and crowded, it costs a lot less than taking a taxi. Saul likes riding the subway because he meets many interesting people.

Which kinds of transportation do you remember hearing? *car, subway, taxi*

7. Listen for the names of animals.

My uncle lives in the country. Last week while visiting him, I looked out the window and saw a deer staring in at me. We were both surprised. Many deer come to eat the apples that fall off my uncle's trees; that is, if the raccoons don't get those apples first. My uncle likes the deer. He says they make better pets than dogs because they don't bark and they never have to be walked.

Which animals do you remember hearing? *deer, raccoon, dog*

8. Listen for the names of streets.

The fall parade will be on Saturday. We'll line up behind the bank on Taylor Street. Then we'll march down Main Street. We'll turn left at the post office. We'll keep going down River Road until it ends. It should take us about thirty minutes.

Which names of streets do you remember hearing? *Taylor Street, Main Street, River Road*

9. Listen for the names of money.

Rosa's mom gave her a dollar and a quarter to buy supplies at the school store. Rosa put the money in her backpack and zipped it up. When she got to school, the quarter was missing. Sam lent her a dime and Karen gave her a nickel, but Rosa still didn't have enough. Then she found a quarter stuck in the lining of her backpack.

Which names of money do you remember hearing? *dollar, quarter, dime, nickel*

*I.E.P. Goal: The client will identify and recall specific word types in paragraphs presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task J: Identifying Key Elements in Paragraphs

Tell me the two most important things to remember in each paragraph I read to you.

1. After planting grass seed, you need to water the lawn. Watering helps the seed sprout. It's also a good idea to stay off the lawn after the seed is planted. Soon you will have a beautiful lawn.
  - *Water the lawn.*
  - *Stay off the grass.*
2. Frozen treats taste good on a hot day, but if you eat them too fast, you can get a headache. After a few minutes, your headache goes away. Then you can enjoy the rest of your treat, but go slowly!
  - *Frozen treats taste good when it's hot.*
  - *If you eat them too fast, you could get a headache.*
3. Pancakes are easy to make. Pour the batter on a hot griddle. When you see little bubbles on the top, flip the pancakes. When the other side is lightly browned, they are done. Stack the pancakes on a plate and enjoy them.
  - *When you see bubbles, flip the pancakes.*
  - *When the other side is brown, stack them on your plate.*
4. Before you exercise, it's a good idea to warm up. You can warm up by stretching, walking, or jogging slowly in place. If you don't warm up, you'll have sore muscles the next day. It only takes a few minutes, but warming up really helps your body.
  - *Warm up before exercising.*
  - *You won't get sore muscles.*
5. Hikers must have comfortable hiking boots. When you buy boots, be sure to get a pair that fits well. Try them on with two pairs of socks and see if you can wiggle your toes. Don't ever start hiking in a new pair of boots. Take the time to break them in first.
  - *Hikers need comfortable boots.*
  - *Break them in before you hike.*

*I.E.P. Goal: The client will identify and recall key elements in paragraphs presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task J: Identifying Key Elements in Paragraphs, *continued*

Tell me the two most important things to remember in each paragraph I read to you.

6. The best time to see spiders' webs is on a cool, fall morning. When warm days are followed by cool nights, everything is covered with dew in the morning. The dew collects on the spiders' webs, outlining them with shiny drops of sparkling water.
  - *Cool, fall mornings are the best time to see spiders' webs.*
  - *The dew outlines the webs with water drops.*
  
7. Many people are injured by accidents at home. Falls and burns cause the most injuries. Accidents can be prevented by following simple safety rules such as keeping objects off the steps and turning the handles of pans toward the back of the stove. It's better to take the extra time to be safe than to be sorry later.
  - *Many people are injured in home accidents.*
  - *These accidents can be prevented.*
  
8. People need different amounts of sleep. Some people can get by with just a few hours each night. Others must have ten hours of sleep or else they are exhausted the next day. For most people, eight hours is a good amount of sleep.
  - *People need different amounts of sleep.*
  - *Most people need eight hours of sleep.*
  
9. There are many famous buildings in the United States. Many of them, such as the Capitol Building, the Washington Monument, and the White House, are in Washington, D.C., but you can find famous buildings in other places, too. In New York City, you can see the Empire State Building and in Chicago, you can see the Sears Tower.
  - *There are famous buildings in Washington, D.C.*
  - *There are famous buildings in other cities.*
  
10. When you think of transportation, you might think of cars or trains, but transportation is quite different around the world. In Asia, many people travel by ox cart. In Alaska, some people travel by dog sled. In other places, people travel by camel.
  - *Transportation varies around the world.*
  - *People use oxen, dog sleds, or camels for transportation in some places.*

*I.E.P. Goal: The client will identify and recall key elements in paragraphs presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task K: Identifying Irrelevant Information in Paragraphs

Listen to each paragraph. Tell me the sentence that's not important to remember.

1. Why does it always rain on Saturday and Sunday? Every weekday is bright and sunny. Goats will eat almost anything. But it always seems to rain on the weekend.

*Goats will eat almost anything.*

2. We're studying folktales in school. My teacher reads us a different one each day. Did the egg hatch yet? Next week, all the students are going to dress as their favorite folktale characters.

*Did the egg hatch yet?*

3. Pottery is a fun craft, but it's not easy. Getting the clay centered on the wheel is the first step. Then you must slowly pull up the sides of your pot. Be sure to keep the clay wet while you're working. Don't forget to stir the soup.

*Don't forget to stir the soup.*

4. Rita has four aunts. They all like to do special things for Rita. Aunt Carla and Aunt Juanita make her pretty clothes. Aunt Rose takes her skating in the park. Aunt Teresa bakes her delicious cakes and pastries. Mr. Sanchez drives a pickup truck. Rita is a lucky girl!

*Mr. Sanchez drives a pickup truck.*

5. The maple tree in our back yard is dead. Last spring, it didn't get any leaves on it. Next week, I'm going to the circus. My dad is afraid it will fall over in a storm and hit the house, so we are getting it cut down tomorrow. We'll use the trunk and branches for firewood.

*Next week, I'm going to the circus.*

6. My grandmother Lydia is a bird watcher. Early on Saturday mornings, she takes her binoculars and goes with her friends to a field near her home. They count how many different types of birds they see. There are many different fish in the stream.

*There are many different fish in the stream.*

*I.E.P. Goal: The client will identify and recall irrelevant information in paragraphs presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task K: Identifying Irrelevant Information in Paragraphs, *continued*

Listen to each paragraph. Tell me the sentence that's not important to remember.

7. I usually don't like going to the dentist, but last Sunday, my tooth started aching. My mom dropped the platter. By Monday morning, I could hardly stand the pain. Luckily, the dentist was able to see me first thing. I've never been so glad to visit the dentist!

*My mom dropped the platter.*

8. Alex and Judy are married. They own a business together. Judy's favorite color is pink. They operate a vegetable stand at the farmer's market, where they sell vegetables from their farm. On weekends, the whole family pitches in to sell their fresh produce at the market.

*Judy's favorite color is pink.*

9. My Uncle Sam is a bus driver in New York City. He makes good money, but the job is hard. The traffic is always heavy and there are lots of crazy drivers to watch out for. In the winter, snow and ice are a problem. Uncle Sam has never learned to swim. Even though Uncle Sam's job is difficult, he likes it.

*Uncle Sam has never learned to swim.*

10. Some people who are deaf don't communicate with spoken words. Instead, they use sign language to talk to one another. They form different signs with their hands for each word. Jane spilled the hand lotion on the bathroom floor. If a word doesn't have a sign, they spell it out with their fingers. It's amazing how fast they can sign their messages.

*Jane spilled the hand lotion on the bathroom floor.*

11. My grandparents live in Italy. They were born there and they've lived there all of their lives. The Vice President is speaking next. Every two years, we go to visit them. They don't speak English, but our family can speak Italian, so we communicate easily. The thing we look forward to the most about our visits is eating my grandmother's delicious cooking. Her manicotti is out of this world!

*The Vice President is speaking next.*

*I.E.P. Goal: The client will identify and recall irrelevant information in paragraphs presented aloud, with 90% or greater accuracy.*

## Selecting Information

### Task L: Judging the Importance of Information to Remember

Tell whether each item below is important to remember and why. The first one is done for you.

1. your shoe size  yes  no  
Why? to save time when you buy footwear
2. your birth date  yes  no  
Why? \_\_\_\_\_
3. where you were born  yes  no  
Why? \_\_\_\_\_
4. a stranger's telephone number  yes  no  
Why? \_\_\_\_\_
5. your neighbor's last name  yes  no  
Why? \_\_\_\_\_
6. the librarian's middle name  yes  no  
Why? \_\_\_\_\_
7. what time school starts  yes  no  
Why? \_\_\_\_\_
8. what a red light means  yes  no  
Why? \_\_\_\_\_
9. your dentist's birth date  yes  no  
Why? \_\_\_\_\_
10. which day of the week you got your hair cut  yes  no  
Why? \_\_\_\_\_

*I.E.P. Goal: The client will decide whether specific information is important to remember and state why, with 90% or greater accuracy.*





## Selecting Information

### Task L: Judging the Importance of Information to Remember, *continued*

Tell whether each item below is important to remember and why.

31. your waist measurement yes                  no

Why? \_\_\_\_\_

32. what the temperature was on your birthday yes                  no

Why? \_\_\_\_\_

33. if you turned off the television before you left home yes                  no

Why? \_\_\_\_\_

34. how many teaspoons of salt you've added to the chili yes                  no

Why? \_\_\_\_\_

35. how many pairs of socks you've put in the washer yes                  no

Why? \_\_\_\_\_

36. if you put a check in the envelope with a bill before you  
mailed it yes                  no

Why? \_\_\_\_\_

37. the number of ounces in a ketchup bottle yes                  no

Why? \_\_\_\_\_

38. where you keep your birth certificate yes                  no

Why? \_\_\_\_\_

39. the name of your favorite toothpaste yes                  no

Why? \_\_\_\_\_

40. when you changed the batteries in your smoke alarms yes                  no

Why? \_\_\_\_\_

*I.E.P. Goal: The client will decide whether specific information is important to remember and state why, with 90% or greater accuracy.*

## Selecting Information

### Task M: Prioritizing Information to Remember

Write **M** beside the item in each pair that is more important to remember. Write **L** beside the item that is less important to remember. Then explain your answer. The first one is done for you.

1.   **M**   what time the post office closes  
  **L**   how many crackers come in a box

Why? so you know what time you can pick up a package or buy stamps there

2.        your address  
       the grocery store's address

Why? \_\_\_\_\_

3.        how tall you are  
       how many teeth you have

Why? \_\_\_\_\_

4.        how to turn on the washing machine  
       how to make a hat from newspaper

Why? \_\_\_\_\_

5.        what baby kangaroos are called  
       the name of your dentist

Why? \_\_\_\_\_

6.        how many tissues you threw away  
       which day the garbage is collected

Why? \_\_\_\_\_

7.        how to operate a pay phone  
       how to make a pie

Why? \_\_\_\_\_

8.        the number of your school bus  
       what year your school was built

Why? \_\_\_\_\_

*I.E.P. Goal: The client will prioritize items in terms of their importance for remembering and state why, with 90% or greater accuracy.*

## Selecting Information

### Task M: Prioritizing Information to Remember, *continued*

Write **M** beside the item in each pair that is more important to remember. Write **L** beside the item that is less important to remember. Then explain your answer.

9. \_\_\_ what to do in case of an emergency  
\_\_\_ what to do if you lose a recipe

Why? \_\_\_\_\_

10. \_\_\_ where you keep toothpicks  
\_\_\_ where you keep your toothbrush

Why? \_\_\_\_\_

11. \_\_\_ where you put a phone message  
\_\_\_ where you put the paper clips

Why? \_\_\_\_\_

12. \_\_\_ what color shirt you wore yesterday  
\_\_\_ what time your job interview is tomorrow

Why? \_\_\_\_\_

13. \_\_\_ what two colors combined make green  
\_\_\_ how many quarters there are in a dollar

Why? \_\_\_\_\_

14. \_\_\_ the name of the president or leader of your country  
\_\_\_ the name of the announcer on the radio

Why? \_\_\_\_\_

15. \_\_\_ what to do when you see a stop sign  
\_\_\_ the order of colors in a rainbow

Why? \_\_\_\_\_

16. \_\_\_ which drawer contains the glue  
\_\_\_ which handle turns on the hot water

Why? \_\_\_\_\_

*I.E.P. Goal: The client will prioritize items in terms of their importance for remembering and state why, with 90% or greater accuracy.*

## Selecting Information

### Task M: Prioritizing Information to Remember, *continued*

Write **M** beside the item in each pair that is more important to remember. Write **L** beside the item that is less important to remember. Then explain your answer.

17. \_\_\_ where you left your wallet  
\_\_\_ where you left your newspaper

Why? \_\_\_\_\_

18. \_\_\_ the call letters of your favorite radio station  
\_\_\_ the zip code of your bank

Why? \_\_\_\_\_

19. \_\_\_ where the fire exit is in a movie theater  
\_\_\_ where the bathrooms are in the mall

Why? \_\_\_\_\_

20. \_\_\_ the location of the closest shoe store  
\_\_\_ the quickest route to a hospital emergency room

Why? \_\_\_\_\_

21. \_\_\_ where you keep the plant food  
\_\_\_ where you keep the extra front door key

Why? \_\_\_\_\_

22. \_\_\_ when you last walked the dog  
\_\_\_ where the dog buried a bone

Why? \_\_\_\_\_

23. \_\_\_ how many days are in a week  
\_\_\_ how many paper towels come on a roll

Why? \_\_\_\_\_

24. \_\_\_ how often you should take your medicine  
\_\_\_ your cousin's middle name

Why? \_\_\_\_\_

25. \_\_\_ which medications you're allergic to  
\_\_\_ the cost of a loaf of bread

Why? \_\_\_\_\_

*I.E.P. Goal: The client will prioritize items in terms of their importance for remembering and state why, with 90% or greater accuracy.*

## Coding and Grouping Items for Recall

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Developing logical organizational schemata for incoming information is essential to retrieve information efficiently when it is needed. This section helps the client organize information into logical categories.

In **Task A**, the client must associate items that are commonly paired together in the environment. Introduce this task by stating that you are working on things that go together, giving some common examples (e.g., “bat and ball”). Initially, it may help to present only one stimulus pair from each item at a time. After the client grasps the nature of the task, present the entire stimulus, fading the cues.

**Task B** is similar to **Task A**, but the pairs of stimulus items are in the same categories rather than being associated pairs. To help the client orient to the task, begin by naming the categories before you present the items (e.g., “I’m going to name two things we use to take a shower and two things we drink from.”).

In **Task C**, the stimulus items are related by part/whole. Introduce this task by explaining the concept. Give some common examples (e.g., “A fingernail is part of a finger; a paragraph is part of a story) and some incorrect examples (e.g., “A tire and a headlight go together because they’re both part of a car, but a tire is not part of a headlight.” If needed, use pictures to demonstrate this concept.

For all tasks in this section, it may help initially for the client to jot down the stimulus words as they are said, or you may want to present the words on separate index cards, enabling the client to rearrange them in different combinations. Later, you can fade these cues and present the tasks orally.

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## Coding and Grouping Items for Recall

### Task A: Pairing Items

I'm going to read a list of items. Pair the things that go together in each list to make it easier to remember them. Then recall the items from the list. I'll do the first one as an example.

- |     |          |            |          |         |  |
|-----|----------|------------|----------|---------|--|
| 1.  | coat     | milk       | cookies  | hat     | <i>coat and hat</i><br><i>milk and cookies</i>           |
| 2.  | soap     | water      | paper    | pencil  | <i>soap and water</i><br><i>paper and pencil</i>         |
| 3.  | letter   | bat        | envelope | ball    | <i>letter and envelope</i><br><i>bat and ball</i>        |
| 4.  | lid      | comb       | brush    | pan     | <i>lid and pan</i><br><i>comb and brush</i>              |
| 5.  | washer   | glass      | straw    | dryer   | <i>washer and dryer</i><br><i>glass and straw</i>        |
| 6.  | syrup    | hammer     | pancakes | nail    | <i>syrup and pancakes</i><br><i>hammer and nail</i>      |
| 7.  | horse    | film       | saddle   | camera  | <i>horse and saddle</i><br><i>film and camera</i>        |
| 8.  | vase     | frying pan | spatula  | flowers | <i>vase and flowers</i><br><i>frying pan and spatula</i> |
| 9.  | picture  | key        | lock     | frame   | <i>picture and frame</i><br><i>key and lock</i>          |
| 10. | macaroni | chairs     | cheese   | table   | <i>macaroni and cheese</i><br><i>chairs and table</i>    |

*I.E.P. Goal: The client will match and recall groups of associated items presented aloud, with 90% or greater accuracy.*

**Coding and Grouping Items for Recall**  
**Task A: Pairing Items**, *continued*

I'm going to read a list of items. Pair the things that go together in each list to make it easier to remember them. Then, recall the items.

- |     |           |            |        |        |  |
|-----|-----------|------------|--------|--------|--|
| 11. | needle    | net        | thread | fish   | <i>needle and thread</i><br><i>net and fish</i>      |
| 12. | mailbox   | butter     | letter | bread  | <i>mailbox and letter</i><br><i>butter and bread</i> |
| 13. | sandpaper | salt       | pepper | wood   | <i>sandpaper and wood</i><br><i>salt and pepper</i>  |
| 14. | ring      | dog        | leash  | finger | <i>ring and finger</i><br><i>dog and leash</i>       |
| 15. | glove     | hand       | leaves | rake   | <i>glove and hand</i><br><i>leaves and rake</i>      |
| 16. | stroller  | eggs       | nest   | baby   | <i>stroller and baby</i><br><i>eggs and nest</i>     |
| 17. | cork      | candle     | match  | bottle | <i>cork and bottle</i><br><i>candle and match</i>    |
| 18. | cup       | saucer     | coat   | tie    | <i>cup and saucer</i><br><i>coat and tie</i>         |
| 19. | bottle    | light bulb | lamp   | cap    | <i>bottle and cap</i><br><i>light bulb and lamp</i>  |
| 20. | bandage   | cereal     | cut    | milk   | <i>bandage and cut</i><br><i>cereal and milk</i>     |

*I.E.P. Goal: The client will match and recall groups of associated items presented aloud, with 90% or greater accuracy.*

**Coding and Grouping Items for Recall**  
**Task A: Pairing Items**, *continued*

I'm going to read a list of items. Pair the things that go together in each list to make it easier to remember them. Then, recall the items.

- |     |            |            |                 |           |  |
|-----|------------|------------|-----------------|-----------|--|
| 21. | cake       | hoop       | basketball      | ice cream | <i>cake and ice cream</i><br><i>hoop and basketball</i>      |
| 22. | waffles    | gravy      | mashed potatoes | syrup     | <i>waffles and syrup</i><br><i>gravy and mashed potatoes</i> |
| 23. | boat       | oars       | flashlight      | batteries | <i>boat and oars</i><br><i>flashlight and batteries</i>      |
| 24. | donkey     | tent       | sleeping bag    | cart      | <i>donkey and cart</i><br><i>tent and sleeping bag</i>       |
| 25. | dustpan    | curtain    | ambulance       |           | <i>dustpan and broom</i><br><i>ambulance and hospital</i>    |
|     | window     | hospital   | broom           |           | <i>curtain and window</i>                                    |
| 26. | bicycle    | golf club  | napkins         |           | <i>bicycle and helmet</i><br><i>golf club and ball</i>       |
|     | tablecloth | helmet     | ball            |           | <i>napkins and tablecloth</i>                                |
| 27. | menu       | restaurant | movie           |           | <i>menu and restaurant</i><br><i>movie and popcorn</i>       |
|     | books      | popcorn    | school          |           | <i>books and school</i>                                      |
| 28. | jeans      | blanket    | T-shirt         |           | <i>jeans and T-shirt</i><br><i>blanket and pillow</i>        |
|     | pillow     | pencil     | eraser          |           | <i>pencil and eraser</i>                                     |
| 29. | card       | cough      | cold            |           | <i>card and envelope</i><br><i>cough and cold</i>            |
|     | mop        | envelope   | bucket          |           | <i>mop and bucket</i>  |
| 30. | spider     | pearl      | web             |           | <i>spider and web</i><br><i>pearl and oyster</i>             |
|     | cocoon     | butterfly  | oyster          |           | <i>cocoon and butterfly</i>                                  |

*I.E.P. Goal: The client will match and recall groups of associated items presented aloud, with 90% or greater accuracy.*

## Coding and Grouping Items for Recall

### Task B: Categorizing

I'm going to read a list of items. Group the items in each list into categories to help you remember them. Then recall the items from the list. I'll do the first one as an example.

- |     |           |           |          |           |  |
|-----|-----------|-----------|----------|-----------|--|
| 1.  | cup       | towel     | glass    | washcloth | <i>cup, glass</i><br><i>towel, washcloth</i>     |
| 2.  | jacket    | wallet    | sweater  | purse     | <i>jacket, sweater</i><br><i>wallet, purse</i>   |
| 3.  | slippers  | gloves    | mittens  | boots     | <i>slippers, boots</i><br><i>gloves, mittens</i> |
| 4.  | bird      | butterfly | horse    | cow       | <i>bird, butterfly</i><br><i>horse, cow</i>      |
| 5.  | newspaper | ball      | Frisbee® | book      | <i>newspaper, book</i><br><i>ball, Frisbee®</i>  |
| 6.  | rose      | scissors  | knife    | daffodil  | <i>rose, daffodil</i><br><i>scissors, knife</i>  |
| 7.  | water     | screw     | juice    | nail      | <i>water, juice</i><br><i>screw, nail</i>        |
| 8.  | tree      | couch     | chair    | hedge     | <i>tree, hedge</i><br><i>couch, chair</i>        |
| 9.  | broom     | mop       | pillow   | cushion   | <i>broom, mop</i><br><i>pillow, cushion</i>      |
| 10. | piano     | wasp      | guitar   | bee       | <i>piano, guitar</i><br><i>wasp, bee</i>         |

*I.E.P. Goal: The client will group and recall items associated by category presented aloud, with 90% or greater accuracy.*

**Coding and Grouping Items for Recall**  
**Task B: Categorizing**, *continued*

I'm going to read a list of items. Group the items in each list into categories to help you remember them. Then recall the items from the list.

- |     |         |            |         |               |   |
|-----|---------|------------|---------|---------------|---|
| 11. | cap     | saw        | hat     | ax            | <i>cap, hat</i><br><i>saw, ax</i>                     |
| 12. | marker  | cherry     | grape   | crayon        | <i>marker, crayon</i><br><i>cherry, grape</i>         |
| 13. | tiger   | lantern    | cheetah | flashlight    | <i>tiger, cheetah</i><br><i>lantern, flashlight</i>   |
| 14. | honey   | sugar      | corn    | peas          | <i>honey, sugar</i><br><i>corn, peas</i>              |
| 15. | seesaw  | bag        | box     | swing         | <i>seesaw, swing</i><br><i>bag, box</i>               |
| 16. | pigeon  | cousin     | dove    | uncle         | <i>pigeon, dove</i><br><i>cousin, uncle</i>           |
| 17. | cabbage | tricycle   | scooter | lettuce       | <i>cabbage, lettuce</i><br><i>tricycle, scooter</i>   |
| 18. | hoe     | wax paper  | shovel  | aluminum foil | <i>hoe, shovel</i><br><i>wax paper, aluminum foil</i> |
| 19. | mouse   | paper clip | staple  | hamster       | <i>mouse, hamster</i><br><i>paper clip, staple</i>    |
| 20. | apples  | napkins    | pears   | towels        | <i>apples, pears</i><br><i>napkins, towels</i>        |

*I.E.P. Goal: The client will group and recall items associated by category presented aloud, with 90% or greater accuracy.*

**Coding and Grouping Items for Recall**  
**Task B: Categorizing**, *continued*

Group the items in each list into categories to help you remember them. Then recall the items from the list.

- |     |                            |                       |                       |   |
|-----|----------------------------|-----------------------|-----------------------|---|
| 21. | penny<br>police car        | fire truck<br>dime    | ambulance             | <i>penny, dime</i><br><i>fire truck, ambulance, police car</i>      |
| 22. | thermos<br>juice box       | purse<br>briefcase    | suitcase              | <i>thermos, juice box</i><br><i>purse, suitcase, briefcase</i>      |
| 23. | wheel<br>cord              | string<br>plate       | rope                  | <i>wheel, plate</i><br><i>string, rope, cord</i>                    |
| 24. | ice skates<br>sleeping bag | in-line skates<br>cot | bed                   | <i>ice skates, in-line skates</i><br><i>bed, sleeping bag, cot</i>  |
| 25. | hurricane<br>circle        | triangle<br>square    | tornado               | <i>hurricane, tornado</i><br><i>triangle, circle, square</i>        |
| 26. | whale<br>moth              | seal<br>shark         | butterfly             | <i>whale, seal, shark</i><br><i>butterfly, moth</i>                 |
| 27. | whistle<br>bell            | cub<br>colt           | firecracker           | <i>whistle, firecracker, bell</i><br><i>cub, colt</i>               |
| 28. | ice cube<br>dollar bill    | icicle<br>credit card | check                 | <i>ice cube, icicle</i><br><i>check, dollar bill, credit card</i>   |
| 29. | tape<br><br>glue           | spoon<br><br>pencil   | fork<br><br>pen       | <i>tape, glue</i><br><i>pencil, pen</i><br><i>spoon, fork</i>       |
| 30. | book<br><br>lemon          | rain<br><br>pickle    | newspaper<br><br>snow | <i>book, newspaper</i><br><i>rain, snow</i><br><i>lemon, pickle</i> |

*I.E.P. Goal: The client will group and recall items associated by category presented aloud, with 90% or greater accuracy.*

## Coding and Grouping Items for Recall

### Task C: Grouping Items by Whole/Part

I'm going to read a list of items. Group the items in each list by pairing objects with their parts to make it easier to remember them. Then recall the items from the list. I'll do the first one as an example.

- |     |          |        |          |         |                         |
|-----|----------|--------|----------|---------|-------------------------|
| 1.  | hand     | foot   | toes     | fingers | <i>hand, fingers</i>    |
|     |          |        |          |         | <i>foot, toes</i>       |
| 2.  | pants    | tree   | leaves   | zipper  | <i>pants, zipper</i>    |
|     |          |        |          |         | <i>tree, leaves</i>     |
| 3.  | soup     | flower | noodles  | petals  | <i>soup, noodles</i>    |
|     |          |        |          |         | <i>flower, petals</i>   |
| 4.  | sleeves  | zoo    | shirt    | cages   | <i>sleeves, shirt</i>   |
|     |          |        |          |         | <i>zoo, cages</i>       |
| 5.  | rooms    | school | puzzle   | pieces  | <i>rooms, school</i>    |
|     |          |        |          |         | <i>puzzle, pieces</i>   |
| 6.  | book     | mall   | chapters | stores  | <i>book, chapters</i>   |
|     |          |        |          |         | <i>mall, stores</i>     |
| 7.  | apple    | pages  | magazine | core    | <i>apple, core</i>      |
|     |          |        |          |         | <i>magazine, pages</i>  |
| 8.  | necklace | beads  | dresser  | drawers | <i>necklace, beads</i>  |
|     |          |        |          |         | <i>dresser, drawers</i> |
| 9.  | crust    | song   | verses   | bread   | <i>bread, crust</i>     |
|     |          |        |          |         | <i>song, verses</i>     |
| 10. | jacket   | hour   | hood     | minutes | <i>jacket, hood</i>     |
|     |          |        |          |         | <i>hour, minutes</i>    |

*I.E.P. Goal: The client will match and recall items associated by whole and parts presented aloud, with 90% or greater accuracy.*

**Coding and Grouping Items for Recall**  
**Task C: Grouping Items by Whole/Part**, *continued*

I'm going to read a list of items. Group the items in each list by pairing objects with their parts to make it easier to remember them. Then recall the items from the list.

- |     |         |         |          |          |  |
|-----|---------|---------|----------|----------|--|
| 11. | store   | forest  | aisles   | trees    | <i>store, aisles</i><br><i>forest, trees</i>       |
| 12. | guitar  | garden  | soil     | strings  | <i>guitar, strings</i><br><i>garden, soil</i>      |
| 13. | flap    | purse   | envelope | strap    | <i>envelope, flap</i><br><i>purse, strap</i>       |
| 14. | quilt   | patches | fence    | boards   | <i>quilt, patches</i><br><i>fence, boards</i>      |
| 15. | loaf    | cards   | deck     | slices   | <i>loaf, slices</i><br><i>deck, cards</i>          |
| 16. | shoe    | sole    | roof     | shingles | <i>shoe, sole</i><br><i>roof, shingles</i>         |
| 17. | airport | library | runways  | shelves  | <i>airport, runways</i><br><i>library, shelves</i> |
| 18. | keys    | chili   | piano    | beans    | <i>piano, keys</i><br><i>chili, beans</i>          |
| 19. | stripes | tree    | bark     | zebra    | <i>zebra, stripes</i><br><i>tree, bark</i>         |
| 20. | buckle  | teeth   | belt     | comb     | <i>belt, buckle</i><br><i>comb, teeth</i>          |

*I.E.P. Goal: The client will match and recall items associated by whole and parts presented aloud, with 90% or greater accuracy.*

**Coding and Grouping Items for Recall**  
**Task C: Grouping Items by Whole/Part**, *continued*

I'm going to read a list of items. Group the items in each list by pairing objects with their parts to make it easier to remember them. Then recall the items from the list.

- |     |          |            |            |              |   |
|-----|----------|------------|------------|--------------|---|
| 21. | chorus   | families   | singers    | neighborhood | <i>chorus, singers</i><br><i>neighborhood, families</i> |
| 22. | hotel    | rooms      | train      | cars         | <i>hotel, rooms</i><br><i>train, cars</i>               |
| 23. | building | team       | offices    | players      | <i>building, offices</i><br><i>team, players</i>        |
| 24. | hands    | pie        | slices     | clock        | <i>clock, hands</i><br><i>pie, slices</i>               |
| 25. | spokes   | steps      | wheel      | staircase    | <i>wheel, spokes</i><br><i>staircase, steps</i>         |
| 26. | alphabet | class      | letters    | students     | <i>alphabet, letters</i><br><i>class, students</i>      |
| 27. | dial     | links      | chain      | numbers      | <i>dial, numbers</i><br><i>chain, links</i>             |
| 28. | name     | corners    | letters    | square       | <i>name, letters</i><br><i>square, corners</i>          |
| 29. | geese    | week       | flock      | days         | <i>flock, geese</i><br><i>week, days</i>                |
| 30. | blizzard | snowflakes | watermelon | seeds        | <i>blizzard, snowflakes</i><br><i>watermelon, seeds</i> |

*I.E.P. Goal: The client will match and recall items associated by whole and parts presented aloud, with 90% or greater accuracy.*

## Using Aids to Remember

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Each day, we are presented with a wealth of information to process, store and recall. This section presents a variety of practical aids for organizing and recalling different types of information. Practice is provided with various strategies to help clients see which strategies may be the most helpful to them. In this section, the focus of therapy should be on the strategies themselves rather than on the content information used to present and teach the strategies.

**Tasks A-E** present ways of chunking or grouping information. On the word tasks, the client is asked to think of memory pegs or titles for groups of words. Leading questions (e.g., “How is an icicle like an ice cube?, What do you see in a circus and a pet shop?” or “Where are a cow, horse and sheep found?”) may help the client identify appropriate memory pegs.

**Tasks F-O** demonstrate a variety of strategies to aid in recall. Encourage clients to approach these tasks in the manner that is easiest for them. For example, in **Task F**, Using Word Lists in Sentences, some clients may prefer to jot down the sentences as they make them up and memorize them later. On **Task L**, it may help to write down the first letter of each word and then write several word choices beginning with each letter. On **Task N**, the pictures and symbols need to be recognizable only to the client.

**Tasks P-V** are more school-related. These tasks present strategies for notetaking and outlining to use in recall of factual information and key points in material that is read or presented aloud. A common error in notetaking is attempting to write every word that is heard or read. Encourage students to aim for key words, filling in other words later. Since the notes are for the student’s personal use, correct spelling is not a priority.

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## Using Aids to Remember

### Task A: Identifying Memory Pegs

Think of a heading or memory peg for each list that will help you remember it. I'll do the first one as an example.

- |     |            |           |                |                                     |
|-----|------------|-----------|----------------|-------------------------------------|
| 1.  | dogs       | cats      | gerbils        | <i>pets</i>                         |
| 2.  | orange     | red       | purple         | <i>colors</i>                       |
| 3.  | teddy bear | baby doll | yo-yo          | <i>toys</i>                         |
| 4.  | tiger      | elephant  | cheetah        | <i>wild animals</i>                 |
| 5.  | bee        | ant       | flea           | <i>insects</i>                      |
| 6.  | cows       | horses    | sheep          | <i>farm animals</i>                 |
| 7.  | March      | July      | September      | <i>months</i>                       |
| 8.  | knee       | neck      | foot           | <i>body parts</i>                   |
| 9.  | winter     | summer    | spring         | <i>seasons</i>                      |
| 10. | corn       | squash    | beans          | <i>vegetables</i>                   |
| 11. | pot        | pan       | casserole dish | <i>cookware</i>                     |
| 12. | popcorn    | peanuts   | chips          | <i>snacks</i>                       |
| 13. | ice cube   | icicle    | glacier        | <i>cold things</i>                  |
| 14. | shell      | crab      | seaweed        | <i>things found in the ocean</i>    |
| 15. | circus     | pet shop  | zoo            | <i>places where you see animals</i> |
| 16. | parka      | slicker   | jacket         | <i>outerwear</i>                    |
| 17. | car        | truck     | bus            | <i>vehicles</i>                     |
| 18. | Hopscotch  | Dominoes  | Hide and Seek  | <i>games</i>                        |
| 19. | stamp      | sticker   | tape           | <i>sticky things</i>                |
| 20. | snow       | rain      | sleet          | <i>weather</i>                      |

*I.E.P. Goal: The client will think of memory pegs for groups of items, with 90% or greater accuracy.*

## Using Aids to Remember

### Task A: Identifying Memory Pegs, *continued*

Think of a heading or memory peg for each list that will help you remember it.

- |     |             |             |                 |   |
|-----|-------------|-------------|-----------------|---|
| 21. | kangaroo    | flea        | frog            | <i>things that hop</i>                  |
| 22. | pumpkin     | globe       | balloon         | <i>round things</i>                     |
| 23. | wallet      | piggy bank  | coin purse      | <i>places to keep money</i>             |
| 24. | strawberry  | kiwi        | watermelon      | <i>fruit</i>                            |
| 25. | jeans       | pants       | skirts          | <i>clothing</i>                         |
| 26. | button      | snap        | zipper          | <i>fasteners</i>                        |
| 27. | cousin      | uncle       | grandmother     | <i>family members</i>                   |
| 28. | fountain    | sprinkler   | shower          | <i>things that spray water</i>          |
| 29. | ruby        | diamond     | emerald         | <i>gems, precious stones</i>            |
| 30. | cactus      | rattlesnake | tumbleweed      | <i>things found in the desert</i>       |
| 31. | glasses     | earrings    | headband        | <i>things you wear on your head</i>     |
| 32. | boat        | buoy        | raft            | <i>things that float</i>                |
| 33. | principal   | captain     | chief           | <i>people who are in charge</i>         |
| 34. | sit -ups    | pull-ups    | jumping jacks   | <i>exercises</i>                        |
| 35. | zebra       | candy cane  | referee's shirt | <i>striped things</i>                   |
| 36. | toothbrush  | retainer    | thermometer     | <i>things you put in your mouth</i>     |
| 37. | balcony     | porch       | deck            | <i>places to sit outside</i>            |
| 38. | grape juice | wine        | jelly           | <i>things made from grapes</i>          |
| 39. | bookends    | clamp       | rubber band     | <i>things that hold things together</i> |
| 40. | rodeo       | race track  | merry-go-round  | <i>places where you see horses</i>      |

*I.E.P. Goal: The client will think of memory pegs for groups of items, with 90% or greater accuracy.*

## Using Aids to Remember

### Task B: Chunking Word Lists Using Memory Pegs

Group or chunk the pieces of information for each item under the appropriate memory peg. The first one is done for you.

1. pickle      lemon  
gumdrop      banana  
honey      vinegar

<b>sour things</b>	<b>sweet things</b>
<i>pickle</i>	<i>gumdrop</i>
<i>lemon</i>	<i>banana</i>
<i>vinegar</i>	<i>honey</i>

2. hand      gloves  
hat      neck  
foot      shirt

<b>body parts</b>	<b>clothing</b>
-------------------	-----------------

3. coffee      yogurt  
sun      soup  
glacier      snowball

<b>hot things</b>	<b>cold things</b>
-------------------	--------------------

4. brick      leaf  
feather      snowflake  
elephant      paper towel

<b>heavy things</b>	<b>light things</b>
---------------------	---------------------

*I.E.P. Goal: The client will chunk information under the appropriate memory peg, with 90% or greater accuracy.*

**Using Aids to Remember**

**Task B: Chunking Word Lists Using Memory Pegs, *continued***

Group or chunk the pieces of information for each item under the appropriate memory peg.

5. pillow floor  
rock log  
diamond marshmallow

<b>soft things</b>	<b>hard things</b>

6. house ant  
stadium ring  
ocean fingernail

<b>big things</b>	<b>little things</b>

7. sky grass  
peas cucumber  
broccoli emerald

<b>green things</b>	<b>blue things</b>

8. sneeze whistle  
perfume coffee  
dog bark meow

<b>sounds</b>	<b>smells</b>

*I.E.P. Goal: The client will chunk information under the appropriate memory peg, with 90% or greater accuracy.*

**Using Aids to Remember**

**Task B: Chunking Word Lists Using Memory Pegs, *continued***

Group or chunk the pieces of information for each item under the appropriate memory peg.

- 9. button            greeting card  
   box                pancake  
   orange            photograph

<b>round things</b>	<b>things with corners</b>
---------------------	----------------------------

- 10. chalk            powder  
   oil                ink  
   milk              flour

<b>dusty things</b>	<b>liquids</b>
---------------------	----------------

- 11. hair              bowling ball  
   anvil             anchor  
   spider web      thread

<b>thin things</b>	<b>heavy things</b>
--------------------	---------------------

- 12. ball              window  
   glass             pretzel  
   marble            bead

<b>things that break</b>	<b>things that bounce</b>
--------------------------	---------------------------

*I.E.P. Goal: The client will chunk information under the appropriate memory peg, with 90% or greater accuracy.*

**Using Aids to Remember**

**Task B: Chunking Word Lists Using Memory Pegs, *continued***

Group or chunk the pieces of information for each item under the appropriate memory peg.

13. ax                      tape  
glue                      scissors  
paste                      knife

<b>things that cut</b>	<b>things that stick</b>
------------------------	--------------------------

14. fork                      vegetable peeler  
earrings                      necklace  
bracelet                      ring

<b>jewelry</b>	<b>utensils</b>
----------------	-----------------

15. maple                      pansy  
geranium                      palm  
oak                      rose

<b>flowers</b>	<b>trees</b>
----------------	--------------

16. math                      spelling  
tag                      history  
geography                      checkers

<b>school subjects</b>	<b>games</b>
------------------------	--------------

*I.E.P. Goal: The client will chunk information under the appropriate memory peg, with 90% or greater accuracy.*

**Using Aids to Remember**

**Task B: Chunking Word Lists Using Memory Pegs, *continued***

Group or chunk the pieces of information for each item under the appropriate memory peg.

17. pen zipper  
snap pencil  
paper clip marker

<b>fasteners</b>	<b>writing tools</b>
------------------	----------------------

18. tent hut  
box basket  
house bag

<b>containers</b>	<b>dwelling</b>
-------------------	-----------------

19. cave pollen  
tunnel well  
smoke plane

<b>things in the air</b>	<b>things underground</b>
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20. Chicago Florida  
Atlanta Idaho  
Vermont Ohio

<b>cities</b>	<b>states</b>
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*I.E.P. Goal: The client will chunk information under the appropriate memory peg, with 90% or greater accuracy.*

## Using Aids to Remember

### Task B: Chunking Word Lists Using Memory Pegs, *continued*

Group or chunk the pieces of information for each item under the appropriate memory peg.

21. coat hanger    rain  
faucet            icicle  
wire                finger

<b>things that drip</b>	<b>things that bend</b>

22. mouse            squirrel  
finch                parrot  
blue jay             rat

<b>birds</b>	<b>rodents</b>

23. doorbell         telephone  
person             bird  
chorus              alarm

<b>things that ring</b>	<b>things that sing</b>

24. gift                toothache  
award                traffic ticket  
illness                favor

<b>welcome things</b>	<b>dreaded things</b>

*I.E.P. Goal: The client will chunk information under the appropriate memory peg, with 90% or greater accuracy.*

**Using Aids to Remember**  
**Task C: Chunking Word Lists**

Use chunking to group each item into a larger group. Then think of a memory peg as a heading for each group. The first one is done for you.

1.	pen paper clip knife	spoon napkin marker	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;"><i>office supplies</i></div> <hr/> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;"><i>pen</i></div> <hr/> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;"><i>paper clip</i></div> <hr/> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;"><i>marker</i></div> <hr/>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;"><i>things used when eating</i></div> <hr/> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;"><i>spoon</i></div> <hr/> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;"><i>knife</i></div> <hr/> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;"><i>napkin</i></div> <hr/>
2.	scissors pacifier clippers	diaper razor rattle	<div style="border: 1px solid black; border-radius: 15px; height: 30px; width: 100%;"></div> <hr/> <hr/> <hr/>	<div style="border: 1px solid black; border-radius: 15px; height: 30px; width: 100%;"></div> <hr/> <hr/> <hr/>
3.	rectangle vanilla triangle	diamond cherry chocolate	<div style="border: 1px solid black; border-radius: 15px; height: 30px; width: 100%;"></div> <hr/> <hr/> <hr/>	<div style="border: 1px solid black; border-radius: 15px; height: 30px; width: 100%;"></div> <hr/> <hr/> <hr/>
4.	ring inner tube mat	wheel rug carpet	<div style="border: 1px solid black; border-radius: 15px; height: 30px; width: 100%;"></div> <hr/> <hr/> <hr/>	<div style="border: 1px solid black; border-radius: 15px; height: 30px; width: 100%;"></div> <hr/> <hr/> <hr/>

*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 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.

5. chair shoes  
couch boots  
slippers stool

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6. canoe pine cone  
raft cactus  
rowboat porcupine

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7. sponge puppy  
foal rag  
washcloth cub

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8. Thursday Hearts  
Tuesday Friday  
Checkers Tag

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*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 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.

9. aqua                      thirty  
forty                      lavender  
peach                      seventy

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10. swing                      slide  
raspberry                      blueberry  
strawberry                      seesaw

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11. lipstick                      powder  
blanket                      sheet  
quilt                      eye shadow

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12. sled                      surfboard  
raft                      toboggan  
water skis                      snowmobile

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*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 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.

13. ink                      grease  
    oyster                 clam  
    scallop                mud

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14. penguin                potato  
    carrot                 beet  
    polar bear            timber wolf

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15. teacher                tornado  
    hurricane             chef  
    typhoon                carpenter

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16. submarine            helicopter  
    parachute             scuba diver  
    coral reef             airplane

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*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 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 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.

21. junior	crawl	<input type="text"/>	<input type="text"/>
sophomore	backstroke	_____	_____
butterfly	senior	_____	_____
		_____	_____
		_____	_____
		_____	_____
22. bridle	clutch	<input type="text"/>	<input type="text"/>
brake	saddle	_____	_____
reins	air filter	_____	_____
		_____	_____
		_____	_____
		_____	_____
23. bun	web	<input type="text"/>	<input type="text"/>
nest	ponytail	_____	_____
braid	beaver dam	_____	_____
		_____	_____
		_____	_____
		_____	_____
24. umpire	dancer	<input type="text"/>	<input type="text"/>
judge	referee	_____	_____
singer	actor	_____	_____
		_____	_____
		_____	_____
		_____	_____

*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 D: Chunking Number Lists**

Group or chunk the numerals in each list to make them easier to remember. The first one is done for you.

- |       |       |     |     |       |
|-------|-------|-----|-----|-------|
| 1.    | 1     | 9   | 8   | 2     |
|       | 1, 2  |     |     | 8, 9  |
| <hr/> |       |     |     |       |
| 2.    | 5     | 17  | 18  | 6     |
| <hr/> |       |     |     |       |
| 3.    | 0     | 99  | 100 | 1     |
| <hr/> |       |     |     |       |
| 4.    | 40    | 100 | 60  | 200   |
| <hr/> |       |     |     |       |
| 5.    | 400   | 700 | 15  | 19    |
| <hr/> |       |     |     |       |
| 6.    | 3     | 19  | 5   | 17    |
| <hr/> |       |     |     |       |
| 7.    | 47    | 16  | 87  | 36    |
| <hr/> |       |     |     |       |
| 8.    | 91    | 19  | 74  | 47    |
| <hr/> |       |     |     |       |
| 9.    | 1,000 | 300 | 700 | 6,000 |
| <hr/> |       |     |     |       |

*I.E.P. Goal: The client will use chunking to group and recall lists of numbers, with 90% or greater accuracy.*

**Using Aids to Remember**

**Task D: Chunking Number Lists**, *continued*

Group or chunk the numerals in each list to make them easier to remember.

- |       |       |     |       |     |       |
|-------|-------|-----|-------|-----|-------|
| 10.   | 20    | 30  | 2     | 4   |       |
| <hr/> |       |     |       |     |       |
| 11.   | 33    | 10  | 22    | 20  | 66    |
| <hr/> |       |     |       |     |       |
| 12.   | 200   | 50  | 100   | 300 | 60    |
| <hr/> |       |     |       |     |       |
| 13.   | 45    | 25  | 20    | 55  | 30    |
| <hr/> |       |     |       |     |       |
| 14.   | 30    | 65  | 31    | 64  | 32    |
| <hr/> |       |     |       |     |       |
| 15.   | 17    | 47  | 19    | 29  | 37    |
| <hr/> |       |     |       |     |       |
| 16.   | 48    | 30  | 12    | 60  | 24    |
| <hr/> |       |     |       |     |       |
| 17.   | 1,900 | 15  | 1,800 | 14  | 1,700 |
| <hr/> |       |     |       |     |       |
| 18.   | 1,000 | 500 | 2,000 | 200 | 4,000 |
| <hr/> |       |     |       |     |       |

*I.E.P. Goal: The client will use chunking to group and recall lists of numbers, with 90% or greater accuracy.*

**Using Aids to Remember**

**Task D: Chunking Number Lists**, *continued*

Group or chunk the numerals in each list to make them easier to remember.

- |       |     |       |    |     |     |    |   |
|-------|-----|-------|----|-----|-----|----|---|
| 19.   | 75  | 50    | 22 | 25  | 11  | 33 |   |
| <hr/> |     |       |    |     |     |    |   |
| 20.   | 1   | 3     | 10 | 2   | 11  | 12 |   |
| <hr/> |     |       |    |     |     |    |   |
| 21.   | 4   | 5     | 6  | 3   | 8   | 1  |   |
| <hr/> |     |       |    |     |     |    |   |
| 22.   | 10  | 5     | 20 | 15  | 22  | 44 |   |
| <hr/> |     |       |    |     |     |    |   |
| 23.   | 5   | 8     | 7  | 10  | 9   | 12 |   |
| <hr/> |     |       |    |     |     |    |   |
| 24.   | 15  | 16    | 25 | 26  | 6   | 5  |   |
| <hr/> |     |       |    |     |     |    |   |
| 25.   | 600 | 8,000 | 60 | 800 | 6   | 80 | 8 |
| <hr/> |     |       |    |     |     |    |   |
| 26.   | 1   | 200   | 7  | 400 | 600 | 3  | 5 |
| <hr/> |     |       |    |     |     |    |   |
| 27.   | 17  | 92    | 71 | 86  | 68  | 29 |   |
| <hr/> |     |       |    |     |     |    |   |

*I.E.P. Goal: The client will use chunking to group and recall lists of numbers, with 90% or greater accuracy.*

## Using Aids to Remember

### Task E: Chunking Information from Paragraphs

Use the memory peg strategy to chunk the important information from each paragraph. After you have chunked the information, cover the paragraph and go back and re-tell it, using your memory peg list to help you. The first one is started for you.

1. Some people like winter the best. Others prefer the summer. People who like summer the best don't like the cold weather and the darker, shorter days of winter. Some people complain that they don't get enough exercise in the winter because they have to stay indoors more. Other people don't like to put on all the extra clothing they need to keep warm in winter. Perhaps these people would be happier living in a warmer climate.

peg Reasons some people don't like winter  
cold weather  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Skateboarding is a popular pastime for many children and teenagers. But many skateboarders hurt themselves, especially their heads. There are safety rules that skateboarders can follow to prevent accidents. The most important one is to skate in a safe place, away from traffic. Skateboarders should wear elbow pads and knee pads to prevent injuries. Many serious injuries could be prevented if every skateboarder would wear a helmet while skateboarding.

peg \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The client will use memory pegs to chunk information from paragraphs and then use those pegs to recall the information, with 90% or greater accuracy.*

## Using Aids to Remember

### Task E: Chunking Information from Paragraphs, *continued*

Use the memory peg strategy to chunk the important information from each paragraph. After you have chunked the information, cover the paragraph and go back and re-tell it, using your memory peg list to help you.

3. If you have birds for pets, you need to feed them a well-balanced diet. Bird seed and water is their basic diet, but birds like other foods as well. Small pieces of fruit such as apples or watermelon make a great treat for birds. Some birds, such as finches, like hard-boiled eggs. Others will enjoy pieces of macaroni or spaghetti.

peg \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Every classroom needs a set of rules for students to follow. Rules help make the classroom a good place for learning. Classroom rules include things students should do, such as keeping their feet still and being kind to others. Some rules tell things students should try not to do, such as talking too loudly or interrupting other people.

peg \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

peg \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The client will use memory pegs to chunk information from paragraphs and then use those pegs to recall the information, with 90% or greater accuracy.*

## Using Aids to Remember

### Task E: Chunking Information from Paragraphs, *continued*

Use the memory peg strategy to chunk the important information from each paragraph. After you have chunked the information, cover the paragraph and go back and re-tell it, using your memory peg list to help you.

5. Taylor is buying a new pair of shoes. He can't decide between a pair of loafers and a pair of boots. He likes the loafers because they're easy to put on and he can wear them with all types of clothes. He thinks the boots look better and they'll keep his feet warmer in cold weather, but loafers cost less. What should Taylor do?

peg \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

peg \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Lots of people are trying to eat healthier foods, especially snacks. It may be easier to reach for the potato chips when you want a snack, but it's healthier to reach for an apple. Instead of cookies or candy, choose healthier snacks like plain popcorn or rice cakes. A glass of ice water can be just as refreshing as a soda!

peg \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

peg \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The client will use memory pegs to chunk information from paragraphs and then use those pegs to recall the information, with 90% or greater accuracy.*

## Using Aids to Remember

### Task E: Chunking Information from Paragraphs, *continued*

Use the memory peg strategy to chunk the important information from each paragraph. After you have chunked the information, cover the paragraph and go back and re-tell it, using your memory peg list to help you.

7. Most people know about seeing eye dogs used by people who are blind to help them get around. But not everyone knows about hearing ear dogs used by people who are deaf. These specially trained dogs alert their owners to daily sounds they might miss, such as a doorbell, an oven buzzer, a telephone, or a crying baby. These dogs also warn their owners of danger signals like smoke alarms or sirens. Hearing ear dogs are not only their owners' best friends but, in some cases, their life-savers as well!

peg \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

peg \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Left-handers are special people. Left-handers often excel in occupations such as physics, engineering and art. They are often better than average in sports such as fencing, tennis and boxing. They are, however, more prone to accidents and injuries and are more likely to have allergies and asthma than right-handers.

peg \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

peg \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*I.E.P. Goal: The client will use memory pegs to chunk information from paragraphs and then use those pegs to recall the information, with 90% or greater accuracy.*

## Using Aids to Remember

### Task E: Chunking Information from Paragraphs, *continued*

Use the memory peg strategy to chunk the important information from each paragraph. After you have chunked the information, cover the paragraph and go back and re-tell it, using your memory peg list to help you.

9. Did you know that many of the English words we use each day came from other countries? The words *macaroni* and *opera* are Italian. From Mexico, we get the words *tomato* and *chocolate*. *Tangerine* and *canary* came from Africa. We have borrowed the words *raccoon*, *hickory* and *hammock* from Native Americans. Our English language would certainly be dull without all these colorful additions from various places around the world.

peg \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

peg \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

peg \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

peg \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*I.E.P. Goal: The client will use memory pegs to chunk information from paragraphs and then use those pegs to recall the information, with 90% or greater accuracy.*

## Using Aids to Remember

### Task F: Using Word Lists in Sentences

Use each word list in a sentence or a question to help you remember these words. Then repeat the words in the list. You may use nonsense sentences or questions, and you may make up more than one sentence per list.

After you say the sentence or question, repeat the word list. Then, use your sentences to help you remember two or more lists at a time. The first one is done for you.

1. flowers                      *Flowers need rain.*  
rain  
\_\_\_\_\_
2. red  
rabbit  
\_\_\_\_\_
3. nails  
cotton  
\_\_\_\_\_
4. quarter  
dream  
\_\_\_\_\_
5. shirt  
cut  
\_\_\_\_\_
6. bead  
blanket  
\_\_\_\_\_
7. land  
carrot  
\_\_\_\_\_
8. spoon  
bear  
\_\_\_\_\_
9. jelly  
book  
\_\_\_\_\_
10. socks  
goat  
\_\_\_\_\_
11. elbow  
paint  
\_\_\_\_\_
12. crutch  
twirl  
\_\_\_\_\_

*I.E.P. Goal: The client will make up sentences to aid in recalling word lists, with 90% or greater accuracy.*

**Using Aids to Remember**

**Task F: Using Word Lists in Sentences**, *continued*

Use each word list in a sentence or a question to help you remember these words. Then repeat the words in the list. You may use nonsense sentences or questions, and you may make up more than one sentence per list.

13. egg  
pie \_\_\_\_\_

14. flip  
slippers \_\_\_\_\_

15. shell  
eyes  
blue \_\_\_\_\_

16. box  
bees  
feet \_\_\_\_\_

17. ring  
rain  
tie \_\_\_\_\_

18. cry  
sing  
coat \_\_\_\_\_

19. tick  
bucket  
buy \_\_\_\_\_

20. creek  
heart  
drop \_\_\_\_\_

21. house  
sneeze  
June \_\_\_\_\_

22. leap  
ant  
car \_\_\_\_\_

*I.E.P. Goal: The client will make up sentences to aid in recalling word lists, with 90% or greater accuracy.*

## Using Aids to Remember

### Task F: Using Word Lists in Sentences, *continued*

Use each word list in a sentence or a question to help you remember these words. Then repeat the words in the list. You may use nonsense sentences or questions, and you may make up more than one sentence per list.

23. tug  
shoulder  
bear

---

24. sparkle  
green  
ground

---

25. bake  
fox  
flag

---

26. teeth  
long  
chicken

---

27. rocks  
recess  
sleep

---

28. knee  
cap  
hop

---

29. fly  
sink  
tent

---

30. comb  
cheek  
woman  
pen

---

31. water  
shake  
sew  
nurse

---

*I.E.P. Goal: The client will make up sentences to aid in recalling word lists, with 90% or greater accuracy.*

## Using Aids to Remember

### Task F: Using Word Lists in Sentences, *continued*

Use each word list in a sentence or a question to help you remember these words. Then repeat the words in the list. You may use nonsense sentences or questions, and you may make up more than one sentence per list.

32. watch \_\_\_\_\_  
happy  
wear  
snake

33. point \_\_\_\_\_  
corner  
ape  
binoculars

34. scissors \_\_\_\_\_  
rug  
hurricane  
cold

35. brush \_\_\_\_\_  
jump  
cake  
bend

36. Monday \_\_\_\_\_  
sponge  
chair  
birthday

37. monkey \_\_\_\_\_  
pinch  
old \_\_\_\_\_  
bread  
lazy

38. cranky \_\_\_\_\_  
truck  
wash \_\_\_\_\_  
teach  
baby

*I.E.P. Goal: The client will make up sentences to aid in recalling word lists, with 90% or greater accuracy.*

## Using Aids to Remember

### Task G: Using Acronyms

An acronym uses the first letters of each word in a list to form a new word. Study the acronyms below. Then use the acronyms to answer the questions.

1. Pacific Coast States: **C**alifornia, **O**regon, **W**ashington  
Acronym: **COW**
2. Months you should fertilize grass: **S**eptember, **O**ctober, **D**ecember  
Acronym: **SOD**
3. Four states in the USA which meet at one point: **C**olorado, **A**rizona, **N**ew Mexico, **U**tah  
Acronym: **CANU**
4. Members of a quartet: **S**oprano, **T**enor, **A**lto, **B**ass  
Acronym: **STAB**
5. Great Lakes: **H**uron, **O**ntario, **M**ichigan, **E**rie, **S**uperior  
Acronym: **HOMES**
6. Colors in a rainbow: **R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo, **V**iolet  
Acronym: **ROY G BIV**
7. Parts of an atom: **P**roton, **E**lectron, **N**eutron, **S**hell  
Acronym: **PENS**
8. Underwater diving equipment: **S**elf-contained **U**nderwater **B**reathing **A**pparatus  
Acronym: **SCUBA**

### Questions

1. Which states border the Pacific Coast?
2. In which months should you fertilize grass?
3. Which four states in the USA meet in a single point?
4. What are the four members of a quartet?
5. What are the names of the Great Lakes?
6. What are the colors of the rainbow?
7. What are the four parts of an atom?
8. What is the name for underwater diving equipment?

*I.E.P. Goal: The client will use acronyms to recall lists of information, with 90% or greater accuracy.*

## Using Aids to Remember

### Task H: Generating Acronyms

Make up an acronym to help you remember the information in each item below. Here are some tips to help you:

- You may use more than just the first letter of each word.

cans, bottles, straws      **CAns, Bottles, Straws**      CABS

- You may skip letters in a word.

peaches, cream, honey      **PEAches, Cream, HoneY**      PEACHY

- The acronym doesn't have to be a real word.

Neptune, Uranus, Pluto      **Neptune, URanus, PlutO**      NURPO

- You may rearrange the words in a list to make your acronym.

April, May, June      **June, April, May**      JAM

After you have created an acronym for each item, use those acronyms to answer the questions at the end of this section.

1. There are four members in your group: Carlos, Tina, Andy and Sam. Make up an acronym to remember their names.

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2. You need to pay the electric, telephone and water bills. Make up an acronym to help you remember the bills you need to pay.

---

3. You don't want to forget to pack three things in your suitcase: your tickets, an address book and some stamps. Make up an acronym to help you remember what to pack.

---

4. You need four ingredients to make an apple cake: apples, flour, sugar and eggs. Make up an acronym to help you remember the ingredients.

---

*I.E.P. Goal: The client will generate acronyms and use them to recall lists of two to five items, with 90% or greater accuracy.*

## Using Aids to Remember

### Task H: Generating Acronyms, *continued*

Make up an acronym to help you remember the information in each item below.

5. You need to call the four people on your fund-raising committee: Anita, Ted, Richard and Dana. Make up an acronym to help you remember which people to call.

---

6. You need to bring three things to school tomorrow: a paper bag, an empty can, and a piece of string. Make up an acronym to help you remember what to bring to school tomorrow.

---

7. Next week the band will practice on Monday and Wednesday. Make up an acronym to help you remember which days the band will practice next week.

---

8. You need two things from the drug store, deodorant and shampoo. Make up an acronym to help you remember what you need from the drugstore.

---

9. Your neighbor borrowed some tools from you: a rake, a shovel and a trowel. Make up an acronym to help you remember which tools he borrowed.

---

10. You need four things from the grocery store: orange juice, bread, milk and bananas. Make up an acronym to help you remember what to buy at the grocery store.

---

11. You can buy five flavors of fruit punch in the cafeteria: cherry, orange, blueberry, raspberry and apple. Make up an acronym to help you remember the punch flavors.

---

*I.E.P. Goal: The client will generate acronyms and use them to recall lists of two to five items, with 90% or greater accuracy.*

## Using Aids to Remember

### Task H: Generating Acronyms, *continued*

Make up an acronym to help you remember the information in each item below.

12. You need to do errands at three places: the post office, the bank and the library. Make up an acronym to help you remember these places.

---

13. You need three things from the hardware store: some nails, a duplicate of your front door key and a small saw. Make up an acronym to help you remember these things.

---

14. You're leaving three items at the dry cleaners': a robe, a pair of pants and a jacket. Make up an acronym to help you remember these things.

---

15. You need to remember the three bus stops before yours so you'll know when to start getting ready to get off. The stops are: Tyler Street, Allen Street and Redmond Avenue. Make up an acronym to help you remember the stops in the correct order.

---

16. You need to remember the names of the streets leading to your house to help you give directions. The order of the streets is: Hugo Street, Eagle Ridge Road, Devonshire Road and Sylvan Lane. Make up an acronym to help you remember these streets in order.

---

17. You need to do four things before you can leave for work: sort the laundry, feed the cat, write a check to the landlord, and open a window upstairs. Make up an acronym to help you remember these things.

---

18. You need to take five courses next semester: algebra, history, English, science and physical education. Make up an acronym to help you remember these courses.

---

*I.E.P. Goal: The client will generate acronyms and use them to recall lists of two to five items, with 90% or greater accuracy.*

## Using Aids to Remember

### Task H: Generating Acronyms, *continued*

Use the acronyms you made up in this task to answer the following questions.

1. Who are the four members of your group?  
\_\_\_\_\_
2. Which three bills do you need to pay?  
\_\_\_\_\_
3. Which three things do you want to remember to pack in your suitcase?  
\_\_\_\_\_
4. Which ingredients go into the apple cake?  
\_\_\_\_\_
5. What are the names of the people on your fund-raising committee?  
\_\_\_\_\_
6. What three things are you supposed to bring to school tomorrow?  
\_\_\_\_\_
7. On which days does the band practice next week?  
\_\_\_\_\_
8. Which things do you need from the drugstore?  
\_\_\_\_\_
9. Which tools did your neighbor borrow from you?  
\_\_\_\_\_
10. Which things do you need from the grocery store?  
\_\_\_\_\_

*I.E.P. Goal: The client will generate acronyms and use them to recall lists of two to five items, with 90% or greater accuracy.*

**Using Aids to Remember**

**Task H: Generating Acronyms**, *continued*

Use the acronyms you made up in this task to answer the following questions.

11. Which flavors of fruit punch does the cafeteria have?

---

12. Where do you need to do errands?

---

13. Which things do you need from the hardware store?

---

14. What three items did you leave at the dry cleaners'?

---

15. What are the names of the three bus stops before yours?

---

16. What are the names of the streets leading to your house?

---

17. What four things do you need to do before leaving for work?

---

18. Which classes will you take next semester?

---

*I.E.P. Goal: The client will generate acronyms and use them to recall lists of two to five items, with 90% or greater accuracy.*

## Using Aids to Remember

### Task I: Using Rhymes and Sayings

The rhymes and sayings below can help you recall useful information. Study each rhyme or saying. Then, say it aloud. Finally, use the rhyme or saying to answer the questions.

1. To open and close jars or to tighten and loosen screws, use this rhyme:

Righty tighty,  
Lefty loosey.

Which way would you turn a screw to tighten it? \_\_\_\_\_

Which way would you turn a jar lid to loosen it? \_\_\_\_\_

2. Use this saying to remember how to spell the second month of the year:

Feb**r**uary is a cold month...**brrr**!

How do you spell the second month of the year? \_\_\_\_\_

3. To remember the freezing point of water, use this rhyme:

Water will freeze  
At 32 degrees.

At what temperature does water freeze? \_\_\_\_\_

If it's 50 degrees outside, will an icicle melt? \_\_\_\_\_

4. Use this rhyme to remember which vowel to pronounce in a word that contains two vowels in a row:

When two vowels go walking,  
The first one does the talking.

Which vowel do you say in the word *treat*? \_\_\_\_\_

How would you say this nonsense word — *boak*? \_\_\_\_\_

*I.E.P. Goal: The client will memorize and use rhymes and sayings to answer questions, with 90% or greater accuracy.*

## Using Aids to Remember

### Task I: Using Rhymes and Sayings, *continued*

The rhymes and sayings below can help you recall useful information. Study each rhyme or saying. Then, say it aloud. Finally, use the rhyme or saying to answer the questions.

5. Use this rhyme to remember what to do for different colored traffic lights:

Red means stop and green means go.  
If you see yellow, you'd better go slow.

What should you do if you see a green traffic light? \_\_\_\_\_

When should you drive slowly? \_\_\_\_\_

If you see a red light, should you stop? \_\_\_\_\_

6. To figure out what the weather will be like the next day, use this rhyme:

Red sky at night, sailor's delight.  
Red sky at morning, sailors take warning.

If the sky is red at sunset, should you plan to go swimming the next day? \_\_\_\_\_

What does it mean if the sky is red in the morning? \_\_\_\_\_

7. To know which way to turn your clocks when Daylight Savings Time begins or ends, use this saying:

Spring forward, fall back.

Which way should you turn the clock hands in the fall? \_\_\_\_\_

What should you do with clock hands in the spring? \_\_\_\_\_

8. To remember how many pints equal one pound, use this rhyme:

A pint's a pound  
The world around.

A pound is equal to how many pints? \_\_\_\_\_

If you have three pints, how many pounds do you have? \_\_\_\_\_

*I.E.P. Goal: The client will memorize and use rhymes and sayings to answer questions, with 90% or greater accuracy.*

## Using Aids to Remember

### Task I: Using Rhymes and Sayings, *continued*

The rhymes and sayings below can help you recall useful information. Study each rhyme or saying. Then, say it aloud. Finally, use the rhyme or saying to answer the questions.

9. To cook rice, use this rhyme to remember how many cups of rice and water to use:

Cooking rice?  
Water's twice.

If you pour one cup of rice in the pot, how many cups  
of water should you add? \_\_\_\_\_

If you used two cups of rice and six cups of water,  
would those be the right amounts? \_\_\_\_\_

10. Use this rhyme to remember how many teaspoons are in one tablespoon:

One big T  
Equals teaspoons three.

How many teaspoons are in a tablespoon? \_\_\_\_\_

If a recipe says "add 2 T of sugar," how many  
teaspoons would that be? \_\_\_\_\_

11. To remember the past tense of the verb *lay*, use this saying:

After laying the carpet, I went home and lay down.

Is this sentence correct? *Yesterday I lay on the  
living room couch.* \_\_\_\_\_

Correct this sentence. *The dog lied down on my bed.* \_\_\_\_\_

12. To remember what to do when a person is in shock, use this rhyme:

If his face is red, raise his head.  
If his face is pale, raise his tail.

What should you do if someone is unconscious and  
her face is red? \_\_\_\_\_

If someone is unconscious and his face is pale,  
should you raise his feet? \_\_\_\_\_

*I.E.P. Goal: The client will memorize and use rhymes and sayings to answer questions, with 90% or greater accuracy.*

## Using Aids to Remember

### Task I: Using Rhymes and Sayings, *continued*

The rhymes and sayings below can help you recall useful information. Study each rhyme or saying. Then, say it aloud. Finally, use the rhyme or saying to answer the questions.

13. To remember the difference between A.M. and P.M., use this rhyme:

At 2 A.M. it's dark as night,  
But at 2 P.M. the sun shines bright.

Is 2 P.M. in the night or the afternoon? \_\_\_\_\_

Would it be light or dark at 3 A.M.? \_\_\_\_\_

When are you more likely to get a sunburn,  
at 1 A.M. or 1 P.M.? \_\_\_\_\_

14. To remember how many days are in each month, use this rhyme:

Thirty days hath September,  
April, June and November.  
All the rest have 31,  
Except the second month,  
Which has but 28 in time  
Till leap year brings it 29.

How many months have 30 days? \_\_\_\_\_

Name three months which have 31 days. \_\_\_\_\_

How many days are in February in a leap year? \_\_\_\_\_

15. Use this rhyme to remember the spelling rule for words containing the letters *i* and *e* together:

*I* before *E* except after *C*  
Or when sounding like *A*,  
As in *neighbor* or *weigh*.

Does letter *i* always come before letter *e*? \_\_\_\_\_

Tell me two times *e* goes before *i*. \_\_\_\_\_

Is this word spelled correctly? receive \_\_\_\_\_

*I.E.P. Goal: The client will memorize and use rhymes and sayings to answer questions, with 90% or greater accuracy.*

## Using Aids to Remember

### Task J: Completing Rhymes and Sayings

Sometimes a rhyme or a saying helps to remember information. For each item below, complete the rhyme or saying. Later, I'll ask you a question about the information and ask you to recall the rhyme that goes with it. (See the questions on page 88.)

1. You parked your car on the blue level of the parking deck.

*rhyme:* My car is new and I parked on \_\_\_\_\_.

2. The shortest day of the year is in December.

*saying:* The shortest day is in DAY \_\_\_\_\_.

3. The longest day of the year is in June.

*rhyme:* The sun shines much longer than the moon

Every year in the month of \_\_\_\_\_.

4. The number of your classroom is 7.

*rhyme:* Room number \_\_\_\_\_ is just like heaven!

5. Your speech-language pathologist's name is Ms. Walker.

*rhyme:* \_\_\_\_\_ is quite a talker.

6. You have an appointment with Dr. McGrew on Thursday at two o'clock.

*rhyme:* On Thursday at \_\_\_\_\_ I go see \_\_\_\_\_.

7. The nurse's name is Mrs. Patterson.

*saying:* The nurse \_\_\_\_\_ her \_\_\_\_\_ on his head.

8. The train for Baltimore leaves at 8:44.

*rhyme:* The train for \_\_\_\_\_

Leaves at \_\_\_\_\_.

*I.E.P. Goal: The client will complete rhymes and sayings and use them to recall information needed to answer questions, with 90% or greater accuracy.*

## Using Aids to Remember

### Task J: Completing Rhymes and Sayings, *continued*

Sometimes it helps to make up a rhyme or a saying to remember information. For each item below, complete the rhyme or saying. Later, I'll ask you a question about the information and ask you to recall the rhyme that goes with it. (See the questions on page 88.)

9. Each night, you need to be sure you've locked the doors and turned on the porch light.

*saying:* \_\_\_\_\_? Sure!

\_\_\_\_\_? Right!

Good night!

10. Selma lives on Cedar Lane.

*rhyme:* If you want to see her,

Go to \_\_\_\_\_.

11. You need bread, milk and rice from the grocery store.

*rhyme:* Wouldn't it be nice

If we had \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_?

12. Mrs. Jones called your mother on the phone.

*rhyme:* Guess who phoned?

It was \_\_\_\_\_!

13. At some intersections, you may turn right on a red light if you stop first.

*rhyme:* If you see a \_\_\_\_\_, you may turn \_\_\_\_\_.

But first you'd better \_\_\_\_\_,

Or you'll get a ticket from a cop.

*I.E.P. Goal: The client will complete rhymes and sayings and use them to recall information needed to answer questions, with 90% or greater accuracy.*

**Using Aids to Remember**

**Task J: Completing Rhymes and Sayings, *continued***

Use the rhymes and sayings you have learned to answer these questions.

1. Where did you park your car? \_\_\_\_\_
2. In which month is the shortest day of the year? \_\_\_\_\_
3. In which month is the longest day of the year? \_\_\_\_\_
4. What is the number of your classroom? \_\_\_\_\_
5. Who is your speech-language pathologist? \_\_\_\_\_
6. When is your next doctor's appointment and who is it with?  
\_\_\_\_\_
7. What is the nurse's name? \_\_\_\_\_
8. What time does the train leave for Baltimore? \_\_\_\_\_
9. What two things must you do each night before you go to bed?  
\_\_\_\_\_  
\_\_\_\_\_
10. Where does Selma live? \_\_\_\_\_
11. What three things do you need from the grocery store?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. Who called your mother? \_\_\_\_\_
13. What is the rule for turning right at a red light?  
\_\_\_\_\_

*I.E.P. Goal: The client will remember rhymes and sayings to assist in recalling information, with 90% or greater accuracy.*

## Using Aids to Remember

### Task K: Using Catch Phrases

A catch phrase uses the first letters of each word in a list to form a phrase or sentence. Study the catch phrases below. Then, use these catch phrases to answer the questions.

1. The points on a compass in clockwise order: **N**orth, **E**ast, **S**outh, **W**est  
catch phrase: **N**ever **e**at **s**oggy **w**affles.
2. The four basic operations in math: **m**ultiply, **d**ivide, **a**dd, **s**ubtract  
catch phrase: **M**y **d**ear **A**unt **S**ally
3. The lines of the treble musical staff: **E**, **G**, **B**, **D**, **F**  
catch phrase: **E**very **g**ood **b**oy **d**oes **f**ine.
4. The largest bodies of water in the world: **A**ntarctic Ocean, **I**ndian Ocean, **A**tlantic Ocean, **P**acific Ocean, **A**rctic Ocean  
catch phrase: **A**n **i**nchworm **a**te **P**a's **a**rtwork.
5. The first five US Presidents: **W**ashington, **A**dams, **J**efferson, **M**adison, **M**onroe  
catch phrase: **W**e **a**ll **j**ourneyed **m**any **m**iles.
6. The parts of the solar system: **c**ometes, **s**un, **a**steroids, **p**lanets, **m**eteor  
catch phrase: **C**ome **s**ee **A**ngie's **p**et **m**onkey.
7. The continents: **N**orth America, **S**outh America, **E**urope, **A**sia, **A**ustralia, **A**frica, **A**ntarctica  
catch phrase: **N**ever **s**ay **e**lephants **a**re **a**ngry **a**t **a**ardvarks.
8. The planets in order from the sun: **M**ercury, **V**enus, **E**arth, **M**ars, **J**upiter, **S**aturn, **U**ranus, **N**eptune, **P**luto  
catch phrase: **M**y **v**ery **e**ager **m**om **j**ust **s**at **u**pon **N**ed's **p**izza.

### Questions

1. Name the compass points in clockwise order.
2. What are the four basic operations in math?
3. What musical notes do the lines of the treble staff represent?
4. What are the five largest bodies of water in the world?
5. Who were the first five US Presidents?
6. What five things make up the solar system?
7. Name the seven continents.
8. Name the planets in order from the sun.

*I.E.P. Goal: The client will use catch phrases to recall lists, with 90% or greater accuracy.*

## Using Aids to Remember

### Task L: Generating Catch Phrases

Make up a catch phrase to help you remember each list below. The catch phrase might be a silly phrase or sentence. You may rearrange the order of the words in the list if they don't need to be remembered in a certain order. You may also add small words like *a* or *the* to the catch phrase or sentence. Write your catch phrases on page 91. Then, use your catch phrases to answer the questions on page 92.

1. The items we need from the grocery store: broccoli, apples, potatoes
2. The children with lead roles in the school play: Daniel, Alan, Tina
3. The parts of a flower: petals, stem, leaves
4. Things found in an attic trunk: letters, photos, posters
5. Supplies you need to bring to a meeting: scissors, tape, markers, ruler
6. The last names of new workers: Sullivan, Wong, Bush, Marconi
7. Classes you need to register for: English, Algebra, Spanish, Computers
8. Items to re-stock at the hardware store: nails, bolts, fuses, wrenches
9. Fruits grown in tropical climates: mango, guava, coconut, papaya
10. The five largest US states in terms of area: Alaska, Texas, California, Montana, New York.
11. Streets the bus stops at: Bank, State, Main, Harrison, Davis
12. Cards which must be filed in this order: yellow, blue, red, orange
13. The first five letters in the Greek alphabet: alpha, beta, gamma, delta, epsilon

*I.E.P. Goal: The client will generate catch phrases and use them to recall lists of three to five items, with 90% or greater accuracy.*

**Using Aids to Remember**

**Task L: Generating Catch Phrases**, *continued*

Write your catch phrases or sentences to match each item on page 90. Then, use these catch phrases or sentences to answer the questions on page 92.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_

*I.E.P. Goal: The client will generate catch phrases and use them to recall lists of three to five items, with 90% or greater accuracy.*

## Using Aids to Remember

### Task L: Generating Catch Phrases, *continued*

Use the catch phrases or sentences you created on page 91 to answer these questions.

1. What items do you need from the grocery store?  
\_\_\_\_\_
2. Name the children who have lead roles in the school play.  
\_\_\_\_\_
3. What are three parts of a flower?  
\_\_\_\_\_
4. Name three things found in a trunk in an attic.  
\_\_\_\_\_
5. What supplies do you need to bring to the meeting?  
\_\_\_\_\_
6. What are the last names of the four new workers?  
\_\_\_\_\_
7. What four classes do you need to register for?  
\_\_\_\_\_
8. What items need to be re-stocked at the hardware store?  
\_\_\_\_\_
9. Name four fruits grown in the tropical zone.  
\_\_\_\_\_
10. What are the five largest US states in terms of area?  
\_\_\_\_\_
11. Name the five streets where the bus stops.  
\_\_\_\_\_
12. List the order in which the cards must be filed.  
\_\_\_\_\_
13. What are the first five letters in the Greek alphabet?  
\_\_\_\_\_

*I.E.P. Goal: The client will use catch phrases to recall lists of three to five items, with 90% or greater accuracy.*

## Using Aids to Remember

### Task M: Reciting to Push Information into Long-Term Memory

Repeat the information below aloud until you think you've learned it. Say it as many times as you need to. Later, I'll ask some questions to see if you can recall the information.

1. Red and blue make purple.  
Red and yellow make orange.
2. One person sings a solo.  
Two people sing a duet.
3. Whales are mammals.  
Snakes are reptiles.
4. Hexagons have six sides.  
Octagons have eight sides.
5. Hue tells us what a color is.  
Value tells us how light or dark the color is.
6. Our hearts beat 70 times per minute.
7. China and India have more people than any other countries.
8. Our pupils get larger when there's less light and smaller when there's more light.
9. The Appalachian Mountains stretch from Alabama north to Maine.
10. Children get their first molars between ages 6 and 8.
11. Thomas Jefferson hired Meriwether Lewis and George Clark to cross North America.
12. In 1901, Marconi sent the first radio message across the Atlantic Ocean.
13. A tornado can move as fast as 500 miles or 800 kilometers an hour.
14. Nobel prizes have been given since 1901. Alfred Nobel, the inventor of dynamite, set up the fund.

*I.E.P. Goal: The client will recite information to push it into long-term memory and later recall the information to answer questions, with 90% or greater accuracy.*

## Using Aids to Remember

### Task M: Reciting to Push Information into Long-Term Memory, *continued*

Repeat the information below aloud until you think you've learned it. Say it as many times as you need to. Later, I'll ask some questions to see if you can recall the information.

15. In New Jersey, Rhode Island and Massachusetts, many people live close together.
16. Mt. Fujiyama is 12,365 feet high.
17. A young whale is a calf, a young tiger is a cub, and a young goose is a gosling.
18. A stalactite grows down from the ceiling.  
A stalagmite grows up from the ground.
19. Latitude is the distance, measured in degrees, north or south of the equator.  
Longitude is the distance, measured in degrees, east or west of the prime meridian.
20. People remember 10% of what they read, 20% of what they hear, 30% of what they see, and 70% of what they say.
21. In a solar eclipse, the moon is directly in between the sun and Earth. In a lunar eclipse, Earth is directly in between the sun and the moon.
22. On the two equinoxes, day and night are of equal length all over the world. The spring equinox is March 21. The autumn equinox is September 21.
23. When it's noon in New York City, it's 11 A.M. in Denver, 9 A.M. in Los Angeles, and 7 A.M. in Honolulu.
24. X is the Roman numeral for 10, L is for 50, C is for 100, and M is for 1,000.

*I.E.P. Goal: The client will recite information to push it into long-term memory and later recall the information to answer questions, with 90% or greater accuracy.*

## Using Aids to Remember

### Task M: Reciting to Push Information into Long-Term Memory, *continued*

Answer these questions about the information you learned on pages 93 and 94.

1. Which colors make purple? Which colors make orange?
2. What's the difference between a solo and a duet?
3. Name the group that whales belong to. Which group do snakes belong to?
4. What's the difference between a hexagon and an octagon?
5. What's the difference between a hue and a value?
6. How many times per minute does your heart beat?
7. Which countries have the most people?
8. How do our pupils react to light?
9. Where are the Appalachian Mountains found?
10. When do children get their first molars?
11. Whom did Thomas Jefferson hire to explore North America?
12. Tell me about the first radio message across the Atlantic.
13. How fast can a tornado move?
14. Tell me two facts about the Nobel Prize.
15. In what three states do many people live close together?
16. How high is Mt. Fujiyama?
17. What do you call a young whale, a young tiger and a young goose?
18. What's the difference between a stalactite and a stalagmite?
19. What's the difference between latitude and longitude?
20. How much do people remember of what they read, hear, see and say?
21. What happens in a solar eclipse? In a lunar eclipse?
22. What happens at the time of the equinoxes and when are they?
23. If it's noon in New York, what time is it in Denver, Los Angeles and Honolulu?
24. Tell me the Roman numerals for 10, 50, 100, and 1,000.

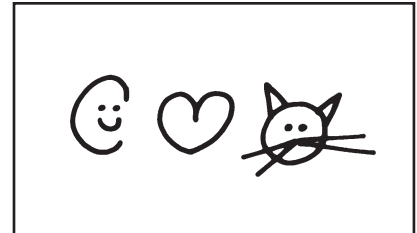
*I.E.P. Goal: The client will recite information to push it into long-term memory and later recall the information to answer questions, with 90% or greater accuracy.*

## Using Aids to Remember

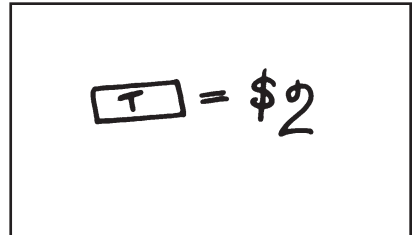
### Task N: Using Pictures and Symbols to Remember Information

Cover the example pictures on the right. Then, create your own pictures or symbols to help you remember the information in each sentence below. If you have trouble thinking of pictures or symbols, look at the examples for ideas. After you've created your pictures or symbols for each sentence on this page, cover the sentences and use the pictures and cues to help you remember the information.

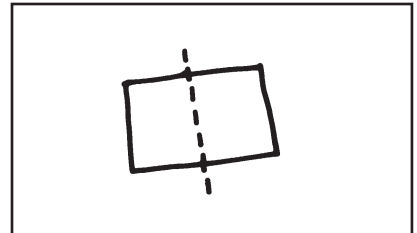
1. Carlos loves cats.



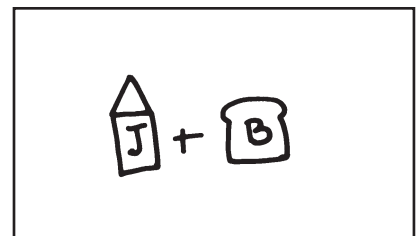
2. The tickets cost \$2 each.



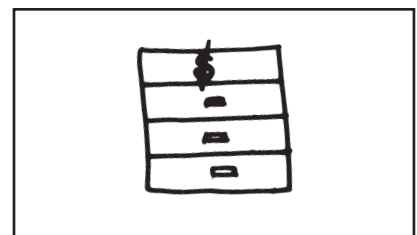
3. Fold your paper in half.



4. We need juice and bread at the store.



5. The money is in the top drawer.



*I.E.P. Goal: The client will use pictures and symbols to recall information in sentences, with 90% or greater accuracy.*

## Using Aids to Remember

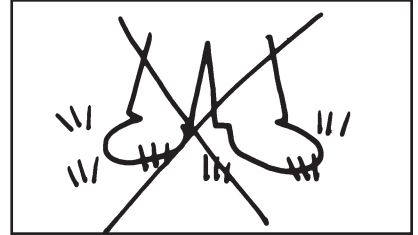
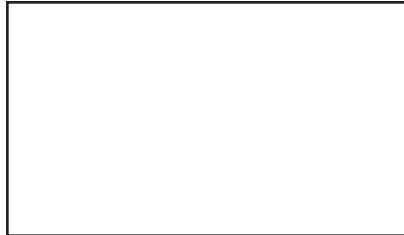
### Task N: Using Pictures and Symbols to Remember Information, *continued*

Cover the example pictures on the right. Then, create your own pictures or symbols to help you remember the information in each sentence below. If you have trouble thinking of pictures or symbols, look at the examples for ideas. After you've created your pictures or symbols for each sentence on this page, cover the sentences and use the pictures and cues to help you remember the information.

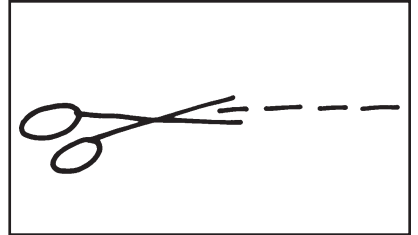
6. On Friday, bring an apple to school.



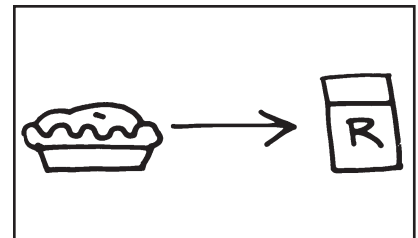
7. Don't walk on the grass.



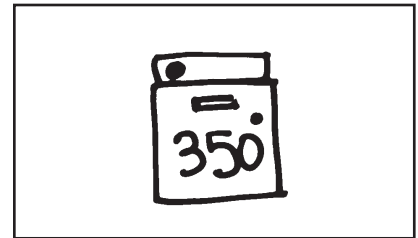
8. Cut the pattern along the dotted line.



9. Put the pie in the refrigerator.



10. Preheat the oven to 350°.



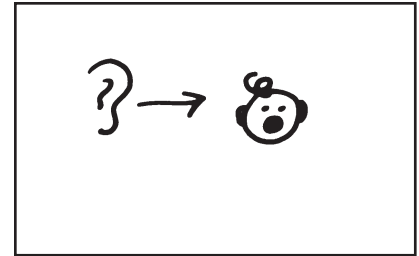
*I.E.P. Goal: The client will use pictures and symbols to recall information in sentences, with 90% or greater accuracy.*

## Using Aids to Remember

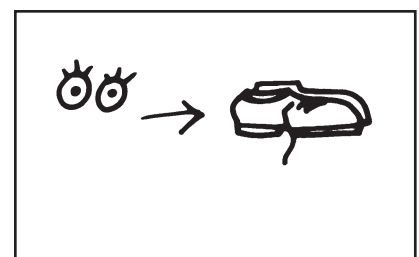
### Task N: Using Pictures and Symbols to Remember Information, *continued*

Cover the example pictures on the right. Then, create your own pictures or symbols to help you remember the information in each sentence below. After you've created your pictures or symbols for each sentence on this page, cover the sentences and use the pictures and cues to help you remember the information.

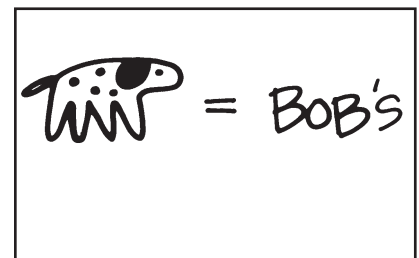
11. Listen for the baby while I'm gone.



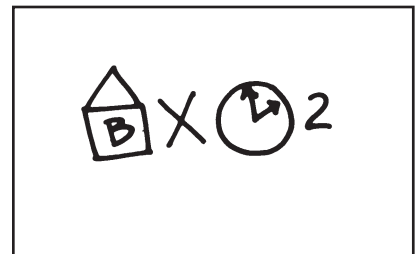
12. Look for my shoes.



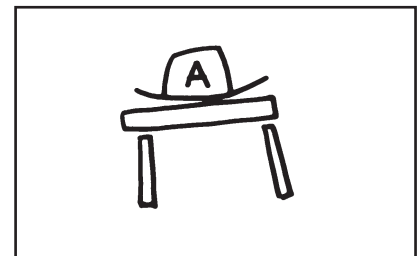
13. The spotted dog belongs to Bob.



14. The bank closes at 2:00.



15. Tell Andy he left his hat on the table.



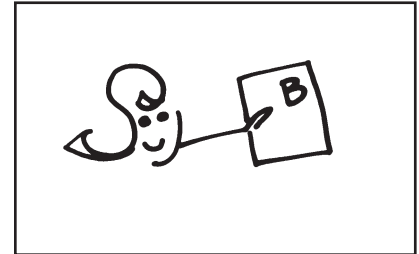
*I.E.P. Goal: The client will use pictures and symbols to recall information in sentences, with 90% or greater accuracy.*

## Using Aids to Remember

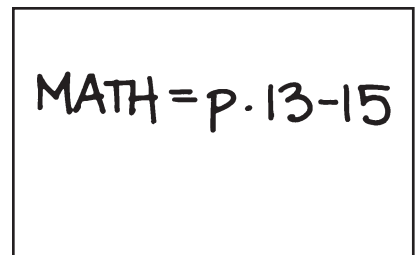
### Task N: Using Pictures and Symbols to Remember Information, *continued*

Cover the example pictures on the right. Then, create your own pictures or symbols to help you remember the information in each sentence below. After you've created your pictures or symbols for each sentence on this page, cover the sentences and use the pictures and cues to help you remember the information.

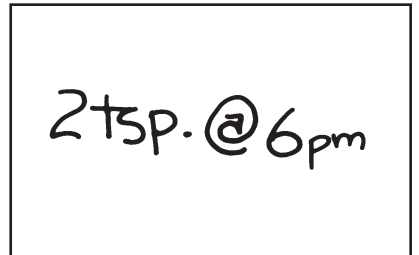
16. Susanna got a B on her history test!



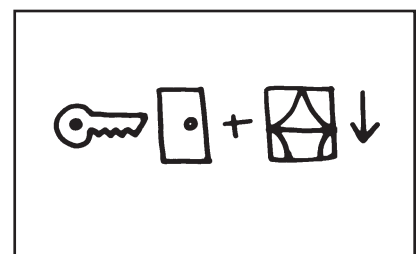
17. For math homework, do pages 13 through 15.



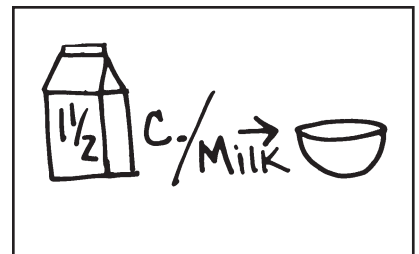
18. Take two teaspoons at six o'clock this evening.



19. Lock the door and close the window.



20. Pour 1½ cups of milk into a bowl.



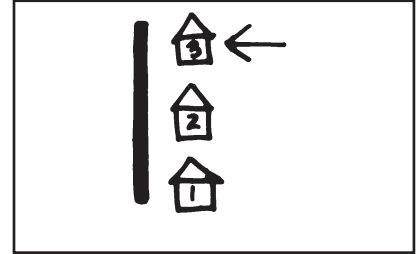
*I.E.P. Goal: The client will use pictures and symbols to recall information in sentences, with 90% or greater accuracy.*

## Using Aids to Remember

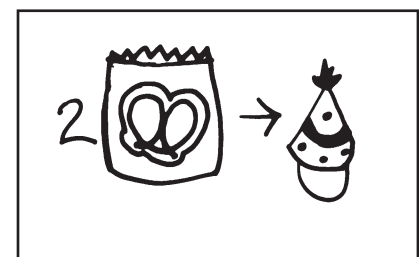
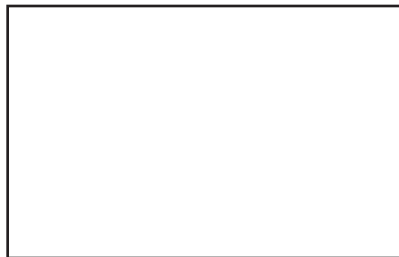
### Task N: Using Pictures and Symbols to Remember Information, *continued*

Cover the example pictures on the right. Then, create your own pictures or symbols to help you remember the information in each sentence below. After you've created your pictures or symbols for each sentence on this page, cover the sentences and use the pictures and cues to help you remember the information.

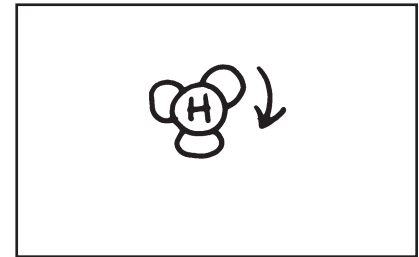
21. I live in the third house on the right.



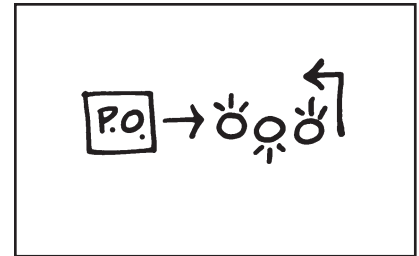
22. Please bring two bags of pretzels to the party.



23. Turn the handle clockwise to turn on the hot water.



24. Turn left at the third light past the post office.



25. Juan won first prize for his pizza.



*I.E.P. Goal: The client will use pictures and symbols to recall information in sentences, with 90% or greater accuracy.*

## Using Aids to Remember

### Task O: Using Imaging to Remember Information

For each item, think of a picture in your mind to help you remember the information. Describe the picture to me. Tell me as many details about your picture as possible. You'll use these pictures later as cues to answer the questions I'll ask you.

1. When I opened the drawer, a mouse jumped out.
2. The spaghetti is on the top shelf of the pantry.
3. The speed limit in front of the school is 25 miles per hour.
4. The wind blew Arnie's hat into the garbage can.
5. Aunt Deb wears big glasses with red frames.
6. The first child in line stopped to tie his shoe.
7. When you go to the store, please pick up some cereal and some bananas.
8. During high tide, the water almost covered the dock.
9. Steve backed his car into a ditch and got a flat tire.
10. Twelve clowns in polka-dotted suits got into the tiny purple car.
11. The clock above our classroom door is broken. It always says one o'clock.
12. Julie dropped the bottle on the kitchen floor. The ketchup splattered everywhere.
13. Gina asked to borrow your navy-blue coat to wear to the dance tomorrow evening.
14. When I opened the door, our neighbor's cat rushed in. It jumped on the counter and knocked off the telephone. Now the phone is broken.
15. Your history papers are due on Wednesday. Be sure that they're typed and that your name is on each page.
16. Please turn off the oven and put the casserole on the counter before you leave the house. Don't forget to put a hot pad on the counter first.
17. Leroy got a new green sweatsuit for his birthday. Before he wore it the first time, he washed it. When he put it on, the sleeves were three inches above his wrists and the pants barely came to the top of his socks.

*I.E.P. Goal: The client will use imaging to answer questions about information presented aloud, with 90% or greater accuracy.*

## Using Aids to Remember

### Task O: Using Imaging to Remember Information

For each item, think of a picture in your mind to help you remember the information. Describe the picture to me. Tell me as many details about your picture as possible. You'll use these pictures later as cues to answer the questions I'll ask you.

18. Grandpa's flight arrives at 7 P.M. He'll meet you at Gate 10. Don't keep him waiting, because he'll get anxious.
19. The last time Teresa saw Mrs. Atkins was at the mall. She was in the toy store buying a racetrack for her son. It was very crowded in the store, so Teresa didn't get to speak to her.
20. I tied the blindfold snugly over Sandy's eyes. He grabbed the stick and started swinging. He missed the target once, twice, three times. But on his fourth swing, he hit the piñata and it broke open. Candy flew everywhere as the children scattered to claim it.

Answer these questions.

1. What happened when you opened the drawer?
2. Where can I find the spaghetti?
3. What is the speed limit near the school?
4. Why isn't Arnie wearing his hat today?
5. What does your Aunt Deb look like?
6. Why did the line stop moving?
7. What was I supposed to get at the store?
8. Why didn't you fish off the dock during high tide?
9. What happened to Steve's car?
10. What did the clowns do?
11. What's wrong with the classroom clock?
12. Why is Julie's kitchen so messy?
13. Why does Gina want to borrow your navy-blue coat?
14. How did your telephone break?
15. What do you need to remember about the history paper assignment?
16. What should you do before you leave the house today?
17. Why isn't Leroy wearing his new sweatsuit?
18. Where and when should you pick up Grandpa?
19. What happened the last time Teresa saw Mrs. Atkins?
20. What did Sandy do at the party?

*I.E.P. Goal: The client will use imaging to answer questions about information presented aloud, with 90% or greater accuracy.*

## Using Aids to Remember

### Task P: Taking Notes from Material Presented Aloud

I'm going to read some information aloud to you. As you listen, write down the important points. Don't be too concerned about spelling. Later, I'll ask you to use your notes to recall the information.

1. The rules of the game are easy. Everyone gets six cards. When it's your turn, put one card down. Try to match one of the colors on the board. If you use all your cards, you win!

- *rules are easy*
- *everyone gets six cards*
- *on your turn, put one card down*
- *match colors on board*
- *winner uses all cards*

2. It's very cold outside today. Because it's so cold, you'll need to wear several layers. When you go outside, you must wear gloves and a hat. Even if you're bundled up, don't stay outside too long.

- *very cold outside today*
- *wear several layers*
- *must wear gloves and hat*
- *don't stay outside long*

3. Your job is to clean out the storage closet. First, take everything out of it and pile it on the tables. Then, use a wet rag to wipe off the shelves. Sweep the closet floor with a broom. Stack the books and papers neatly in piles. If you see anything that's ripped or ruined, put it in a pile to throw away.

- *clean out storage closet*
- *put everything on tables*
- *wipe off shelves*
- *sweep floor*
- *stack books and papers*
- *make pile of things to throw away*

4. Mr. Brown is coming by today. He's going to tell us how much it'll cost to paint the outside of the house. Be sure to ask him how many coats of paint he will put on. Find out how long it will take him to do the job.

- *Mr. Brown coming today*
- *tell cost to paint house*
- *ask how many coats of paint*
- *find out how long it'll take*

*I.E.P. Goal: The client will take notes from material presented aloud and use the notes to recall key information, with 90% or greater accuracy.*

## Using Aids to Remember

### Task P: Taking Notes from Material Presented Aloud, *continued*

I'm going to read some information aloud to you. As you listen, write down the important points. Don't be too concerned about spelling. Later, I'll ask you to use your notes to recall the information.

5. Many young children like to make sock puppets. They are easy to make. First, you get an old, clean sock. Then, you sew on buttons for the eyes and nose. Use yarn for the hair. Cut some red cloth into the shape of a mouth and glue it on. That's all there is to it!

- *children like making sock puppets*
- *easy to make*
- *get an old, clean sock*
- *sew on buttons for eyes and nose*
- *add yarn for hair*
- *glue on red cloth for mouth*

6. Croquet is fun to play, but it takes time to set up. There are six wire hoops called wickets which must be stuck in the ground. They must be placed in certain spots, following a diagram. Two wooden stakes must be pounded into the ground. One goes at one end of the playing court and the second goes at the opposite end. Then you're ready to begin playing the game.

- *croquet is fun to play*
- *takes time to set up*
- *stick wire hoops into ground*
- *follow diagram*
- *pound two wooden stakes into ground at opposite ends of playing court*

7. Jellyfish are animals without bones or hard skeletons. They're bell-shaped with tentacles surrounding the mouth. They also have four frilly arms they use to catch small animals to eat. Jellyfish are beautiful animals, but they can sting you if you touch them. That's why many swimmers are afraid of jellyfish.

- *jellyfish don't have bones*
- *bell-shaped*
- *tentacles around the mouth*
- *catch food with four arms*
- *beautiful*
- *can sting if you touch them*
- *many swimmers afraid of jellyfish*

*I.E.P. Goal: The client will take notes from material presented aloud and use the notes to recall key information, with 90% or greater accuracy.*

## Using Aids to Remember

### Task P: Taking Notes from Material Presented Aloud, *continued*

I'm going to read some information aloud to you. As you listen, write down the important points. Don't be too concerned about spelling. Later, I'll ask you to use your notes to recall the information.

8. Emeralds are beautiful, green gems which are a type of the mineral called *beryl*. Emerald crystals are six-sided. They are about equal in value to diamonds. The country of Columbia produces the most emeralds, but they are also found in India, Russia and the state of North Carolina.
  - *emeralds are beautiful, green gems*
  - *a mineral called beryl*
  - *six-sided crystals*
  - *equal value to diamonds*
  - *found in Columbia, India, Russia and North Carolina*
  
9. On a foggy night, some drivers turn on their high beam lights to help them see better. But actually, you can see better if you keep the car's headlights turned down low when it's foggy because light can't pass through fog very well. If you use high beams, the light is reflected back to the driver. Some cars have special fog lights with amber or orange beams which pass through fog better than ordinary headlights.
  - *some drivers use high beams in fog*
  - *you can see better with low beams*
  - *light doesn't pass through fog well*
  - *high beams reflect light back to the driver*
  - *special fog lights have amber or orange beams*
  - *fog lights pass through fog better than headlights*
  
10. One of the greatest inventors who ever lived was Thomas Alva Edison. He was born in 1847 and he patented 1,093 inventions during his lifetime. Among his famous inventions are the electric light, the phonograph and the motion picture camera. Perhaps the reason he was so successful is that he didn't let failure discourage him. For example, he tried over 10,000 unsuccessful experiments with a storage battery. But Edison didn't consider these attempts failures. He said, "Why, I have not failed. I've just found 10,000 ways that won't work."
  - *Edison was a great inventor*
  - *born in 1847*
  - *patented 1,093 inventions, including electric light, phonograph and motion picture camera*
  - *tried over 10,000 experiments with battery that failed*
  - *wasn't discouraged*

*I.E.P. Goal: The client will take notes from material presented aloud and use the notes to recall key information, with 90% or greater accuracy.*

## Using Aids to Remember

### Task Q: Taking Notes from Material Read Silently

Read this information silently. As you read, write down the important points on a sheet of paper. Don't be too concerned about spelling. Later, you will use your notes to recall the information.

1. This evening, we need to restock the shelves. Begin with aisle two. Put out beans, corn and applesauce. On the next aisle, we need more soup and tea. If you have time, check the jam and jelly on aisle five.
2. Most people think that sea gulls are birds that live near the sea, but they aren't. Some gulls live close to the sea or lakes, but others live far inland. Gulls are scavengers. They will eat just about anything, even our garbage.
3. A new bagel store just opened across the street. They sell all kinds of fresh bagels, cream cheese, coffee, and juice. Some of the bagels, such as cinnamon raisin and blueberry, are sweet. Other flavors, such as garlic and onion, are spicy. Coffee is only fifty cents and you can get a free refill if you buy a mug.
4. Our lives are very different from those of our grandparents or great-grandparents. Many of them did not have things we take for granted, such as electricity, hot running water, cars, and telephones. Some people say we are very lucky to have all these modern things to make our lives easier. Other people miss the good old days!
5. There is a wealth of information in a telephone directory. In addition to all the names and numbers, you can find many things. The directory will tell you how to get your telephone turned on and how to get it fixed. It also explains how to use a calling card and how to make a call to a foreign country. Some telephone books even contain information that has nothing to do with the telephone, such as how to sort items for recycling or a listing of the local post office ZIP codes.
6. What makes the wind blow? We know that hot air rises because it is light. Since cold air is heavier than hot air, it sinks. When the hot air rises, it leaves an empty space. As soon as the hot air leaves, that space is filled with cold air. Hot and cold air changing places makes the wind blow.

*I.E.P. Goal: The client will take notes from material read silently and use the notes to recall key information, with 90% or greater accuracy.*

## Using Aids to Remember

### Task Q: Taking Notes from Material Read Silently, *continued*

Read this information silently. As you read, write down the important points on a sheet of paper. Don't be too concerned about spelling. Later, you will use your notes to recall the information.

7. When a river moves over a rock ledge and suddenly plunges downward, it makes a waterfall. Most waterfalls are found near the beginning of a river where the water travels through hills or mountains. If the waterfall is very high, it will send up clouds of spray when it hits the river below. If the rock ledge juts out far enough, you can stand underneath the waterfall and enjoy the cool spray of water.
8. Dreams are fascinating. We have up to five or six dreams per night. Usually, we remember only the last dream we had before waking up. We often dream about things we have done during the day, people we have seen or thought about, or stories we have heard. Some people think that dreams can tell us about the future. Others find that their dreams help them solve problems. Sleep specialists think that dreams are the brain's way of sorting and storing new information learned during the day.
9. The point at which two air masses meet is called a *front*. There are two kinds of fronts — warm and cold. Fronts cause all kinds of weather, such as freezing winds and blizzards in the winter and warm winds and rain showers in the summer. These fronts help us by bringing rain to help plants grow and wind to help the plants spread their seeds.
10. When we look at a color television, we are really seeing millions of dots of color blended together to form the picture. The circuits in our televisions receive a different signal for each color in the picture. Then, the circuits “shoot” tiny dots of color onto the TV screen. The dots are so close together, they look like a solid color to our eyes.

*I.E.P. Goal: The client will take notes from material read silently and use the notes to recall key information, with 90% or greater accuracy.*

## Using Aids to Remember




### Task R: Using Rebus Symbols to Recall Words in Paragraphs

Read each paragraph below. Then, cover the first paragraph and use the rebus symbols in the second paragraph to help you recall the missing words.

1. Yesterday, my brother and I went fishing. I caught two fish. My brother didn't catch any fish, but he did hook a tire from a bicycle and an old boot.

Yesterday, my  and I went fishing. I caught two .



My  didn't catch any , but he did hook

a  from a  and an old .

2. The ferry to the island leaves at two o'clock. If you want to ride the ferry, be on the dock by one forty-five. Tickets cost one dollar.

The  to the  leaves at .

If you want to ride the , be on the .

by . Tickets cost .

*I.E.P. Goal: The client will use rebus symbols to recall words from paragraphs, with 90% or greater accuracy.*

## Using Aids to Remember

### Task R: Using Rebus Symbols to Recall Words in Paragraphs, *continued*

Read each paragraph below. Then, cover the first paragraph and use the rebus symbols in the second paragraph to help you recall the missing words.

3. Aaron was feeling sick, so he went to see the doctor. The doctor looked in Aaron's eyes and ears. She asked Aaron to open his mouth and say, "Ah." She listened to Aaron's heart and took his temperature. Finally, the doctor gave Aaron some medicine and told him to go home and get into bed. As soon as his head hit the pillow, Aaron fell asleep.

Aaron was feeling sick, so he went to see the



. The doctor looked

in Aaron's



and



. She asked Aaron to open

his



and say, "Ah." She listened to Aaron's

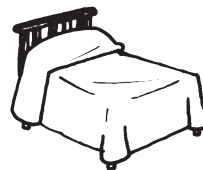


and

took his temperature. Finally, the doctor gave Aaron some



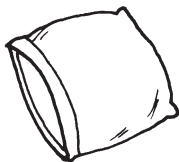
and told him to go home and get into



. As soon as his



hit the



, Aaron fell asleep.

*I.E.P. Goal: The client will use rebus symbols to recall words from paragraphs, with 90% or greater accuracy.*


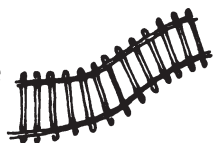
## Using Aids to Remember



### Task R: Using Rebus Symbols to Recall Words in Paragraphs, *continued*

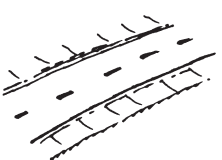
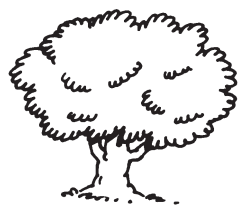
Read each paragraph below. Then, cover the first paragraph and use the rebus symbols in the second paragraph to help you recall the missing words.

4. I live near the school. Go down Meadow Street. Turn right at the stop sign. After you cross the railroad tracks, turn left at the second traffic light. You may park your car on the street, but don't park under the tree or you will have to wash your car.

I live near the  . Go down Meadow Street. Turn right at

the  . After you cross the  , turn left at the

second  . You may park your 

on the  , but don't park under the  or you

will have to wash your  .

*I.E.P. Goal: The client will use rebus symbols to recall words from paragraphs, with 90% or greater accuracy.*




## Using Aids to Remember



### Task R: Using Rebus Symbols to Recall Words in Paragraphs, *continued*



Read each paragraph below. Then, cover the first paragraph and use the rebus symbols in the second paragraph to help you recall the missing words.


5. Here's my recipe for pancakes. It calls for two eggs, two cups of flour, one-half cup of milk, and a dash of salt. Mix the ingredients in a large bowl. Then, pour the batter onto a hot griddle. Flip the pancakes with a spatula when the edges are brown.

Here's my recipe for  . It calls for two ,

two  of flour, one-half  of ,

and a dash of  . Mix the ingredients in a large .

Then,  the batter onto a hot griddle. Flip the 

with a  when the edges are brown.

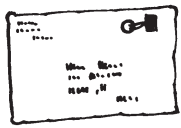

*I.E.P. Goal: The client will use rebus symbols to recall words from paragraphs, with 90% or greater accuracy.*

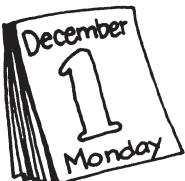
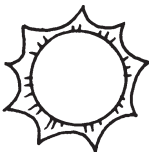
## Using Aids to Remember


### Task R: Using Rebus Symbols to Recall Words in Paragraphs, *continued*



Read each paragraph below. Then, cover the first paragraph and use the rebus symbols in the second paragraph to help you recall the missing words.



6. I just got a letter from Jane. She lives in Florida. On December 1, it was 78 degrees there, and the sun was shining. Here, on that same day, there were several feet of snow on the ground and clouds filled the sky. Jane went to the beach while I stayed in my house by a warm fire.

I just got a  from Jane. She lives in 

On , it was 78 degrees there, and the  was

shining. Here, on that same day, there were several feet of  on

the ground and  filled the sky. Jane went to the 

while I stayed in my  by a warm .

*I.E.P. Goal: The client will use rebus symbols to recall words from paragraphs, with 90% or greater accuracy.*

## Using Aids to Remember

### Task S: Using Slot Outlines to Recall Information

Read each 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.

1. It's fun to film your own movies. First, you'll need a video camera and someone to operate it. Next, make up a short scene. Find enough actors for the scene. Write a script for the scene and have the actors memorize their lines. Make or borrow some costumes. When you're ready to film your movie, yell, "Action!"

#### Filming Your Own Movie

- I. Get a \_\_\_\_\_
  - II. Make up a \_\_\_\_\_
  - III. Find the \_\_\_\_\_
  - IV. Write a \_\_\_\_\_
  - V. Make or borrow \_\_\_\_\_
  - VI. Yell \_\_\_\_\_ to begin
2. Baker's clay is easy to make. First, pour two cups of flour into a large bowl. Then, add a cup of water. Next comes a cup of salt. After you mix the ingredients together, mold the clay into shapes. When your shapes are ready, bake them in the oven at 350 degrees for about ten minutes.

#### Making Baker's Clay

- I. Put the ingredients in a \_\_\_\_\_
  - A. Add two cups of \_\_\_\_\_
  - B. Add one cup of \_\_\_\_\_
  - C. Add one cup of \_\_\_\_\_
- II. \_\_\_\_\_ the ingredients
- III. Mold clay into \_\_\_\_\_
- IV. Bake at \_\_\_\_\_ degrees for \_\_\_\_\_ minutes.

*I.E.P. Goal: The client will use slot outline formats to recall information presented in paragraphs, 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.

3. You can grow many different types of plants in your garden. Annuals are plants that complete their life cycles in one year. Marigolds, zinnias, and petunias are annuals. Many vegetables, such as beans and corn, are annuals, too. Perennials are plants that will grow and bloom each year without planting new seeds. Roses, peonies, and geraniums are perennials.

#### Plants for the Garden

- I. Annuals complete their life cycles in \_\_\_\_\_ year.
- II. Types of annuals
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
  - E. \_\_\_\_\_
- III. \_\_\_\_\_ bloom each year without planting seeds.
- IV. Types of perennials
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_

*I.E.P. Goal: The client will use slot outline formats to recall information presented in paragraphs, 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.

4. Chocolate milk is not only tasty but nutritious. Chocolate milk is just as nutritious as plain milk. It provides calcium, riboflavin and other important nutrients. Some of the ingredients in chocolate milk, such as cocoa, calcium and phosphorus, protect against dental cavities. An important benefit of chocolate milk is that children are more likely to drink it than plain milk. And, if children drink more milk, they will get the calcium they need.

#### Reasons to Drink Chocolate Milk

I. It is \_\_\_\_\_ and \_\_\_\_\_

II. It provides

A. \_\_\_\_\_

B. \_\_\_\_\_

C. Other \_\_\_\_\_

III. Ingredients protect against \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

IV. Other benefits

A. \_\_\_\_\_ more likely to drink it

B. Children get the \_\_\_\_\_ they need

*I.E.P. Goal: The client will use slot outline formats to recall information presented in paragraphs, 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.*

## Using Aids to Remember

### Task T: Using Traditional Outlines to Recall Information

Read the paragraph below. Then, use the outline structure to complete an outline of the information from the paragraph. Finally, cover the paragraph and retell it using the outline to help you remember the information.

1. Snowflakes are made of ice crystals. Although all snowflakes have six sides, no two snowflakes are alike. Each one is different. By looking at snowflakes closely, you can see how different they are. An easy way to look at snowflakes is to catch them on a piece of black velvet as they fall from the sky. Then, use a magnifying glass to look at each one.

Snowflakes

I. \_\_\_\_\_

II. \_\_\_\_\_

III. \_\_\_\_\_

IV. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

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

## Using Aids to Remember

### Task T: Using Traditional Outlines to Recall Information, *continued*

Read the paragraph below. Then, use the outline structure to complete an outline of the information from the paragraph. Finally, cover the paragraph and retell it using the outline to help you remember the information.

2. All living things are made of cells. Cells are very small structures. They can't be seen with our eyes alone. We need to use a microscope to see them. There are different sizes and shapes of cells. They are made of living matter.

Cells

I. \_\_\_\_\_

II. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

III. \_\_\_\_\_

IV. \_\_\_\_\_

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

## Using Aids to Remember

### Task T: Using Traditional Outlines to Recall Information, *continued*

Read the paragraph below. Then, use the outline structure to complete an outline of the information from the paragraph. Finally, cover the paragraph and retell it using the outline to help you remember the information.

3. A well-stocked toolbox contains many different tools. It should have several kinds of wrenches: pipe wrenches, socket wrenches and monkey wrenches. Different sizes of flat-tipped screwdrivers and Phillips screwdrivers are also handy. Pliers are useful for electrical work and plumbing repairs. A utility knife and a putty knife are also very helpful to have.

#### Contents of a Well-Stocked Toolbox

- I. \_\_\_\_\_
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
- II. \_\_\_\_\_
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
- III. \_\_\_\_\_
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
- IV. \_\_\_\_\_
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_

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

## Using Aids to Remember

### Task T: Using Traditional Outlines to Recall Information, *continued*

Read the paragraph below. Then, use the outline structure to complete an outline of the information from the paragraph. Finally, cover the paragraph and retell it using the outline to help you remember the information.

4. If someone's airway gets blocked, he can choke. People often choke on food.

Small children can choke on small toys or other objects they put in their mouths.

One way to dislodge the food or objects is to use the Heimlich maneuver. To do this life-saving action, you stand behind the person and wrap your arms around him. Then, make a fist with one hand and place it below the breastbone. Use the other hand to squeeze hard over your fist in short bursts until the trapped food or object pops out.

#### Choking

- I. \_\_\_\_\_
- II. \_\_\_\_\_
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
- III. \_\_\_\_\_
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
  - E. \_\_\_\_\_

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

## Using Aids to Remember

### Task T: Using Traditional Outlines to Recall Information, *continued*

Read the paragraph below. Then, use the outline structure to complete an outline of the information from the paragraph. Finally, cover the paragraph and retell it using the outline to help you remember the information.

5. We need to eat a variety of foods from the basic food groups to keep healthy. Foods in the bread, cereal and pasta group include tortillas, macaroni and rice. The vegetable group includes broccoli, greens and sweet potatoes. Delicious choices such as oranges, apricots and bananas are in the fruit group. Milk, yogurt and cottage cheese are good choices from the dairy foods group. A fifth group includes meat, poultry, fish, and dried beans.

#### A Well-Balanced Diet

- I. \_\_\_\_\_
- II. \_\_\_\_\_
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
- III. \_\_\_\_\_
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
- IV. \_\_\_\_\_
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
- V. \_\_\_\_\_
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
- VI. \_\_\_\_\_
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_

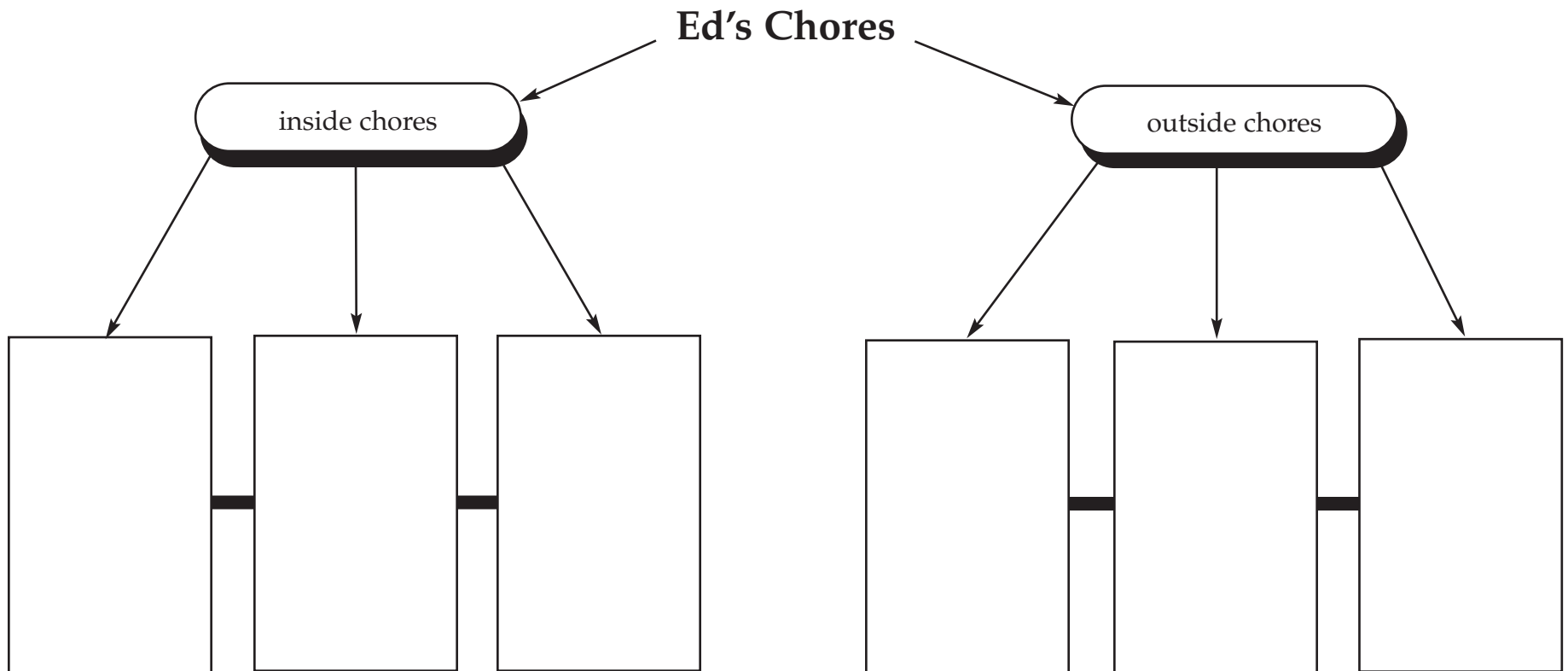
*I.E.P. Goal: The client will use a traditional outline format to recall information presented in paragraphs, with 90% or greater accuracy.*

## Using Aids to Remember

**Task U: Using Mapping and Webbing to Recall Information**

Read the paragraph. Use the diagram to organize the information from the paragraph. Then, cover the paragraph and retell it, using the diagram to help you remember the information.

1. Ed is earning money to buy a new skateboard. His parents are paying him to do chores around the house. He has inside chores to do such as washing the dishes, making the beds, and dusting the furniture. He also has outside chores to do such as sweeping off the porch, cutting the grass and raking the leaves. Ed works hard for his money

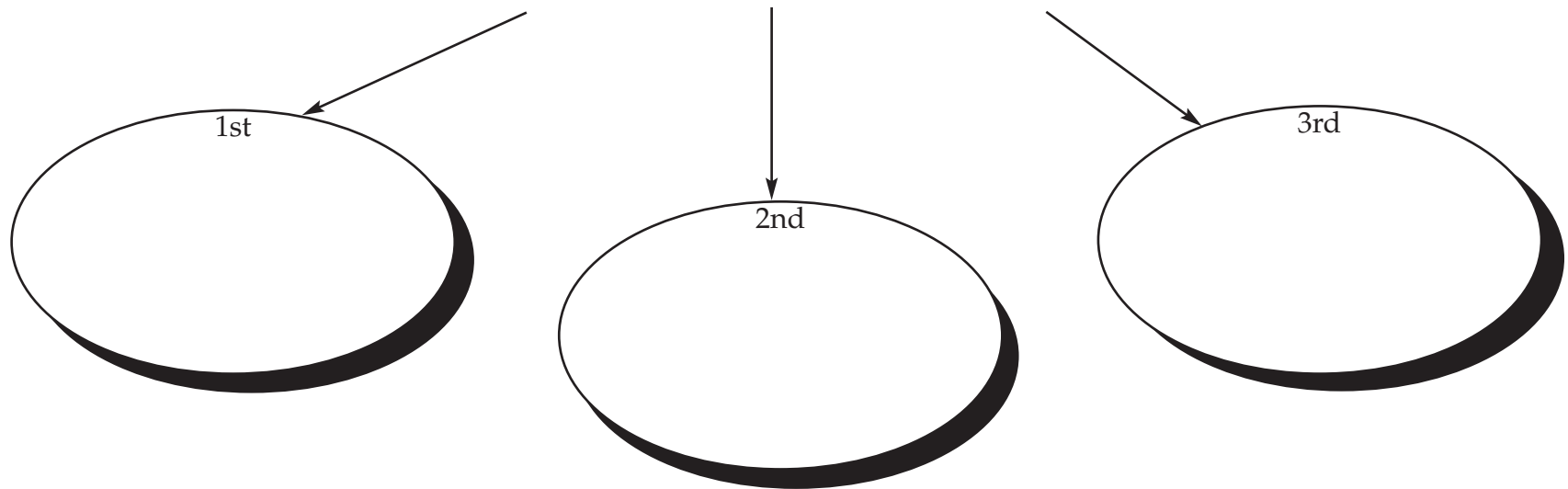


*I.E.P. Goal: The client will use map and web formats to recall information presented in paragraphs, with 90% or greater accuracy.*

**Using Aids to Remember****Task U: Using Mapping and Webbing to Recall Information**, *continued*

Read the paragraph. Use the diagram to organize the information from the paragraph. Then, cover the paragraph and retell it, using the diagram to help you remember the information.

2. Eating a nutritious breakfast has three benefits. The first benefit is that it may help control body weight. A second benefit is that people who eat breakfast may have lower blood cholesterol levels than those who skip breakfast. Perhaps the most important benefit of eating a good breakfast is that it gives us the energy we need to get through a busy morning.

**Benefits of Eating Breakfast**

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

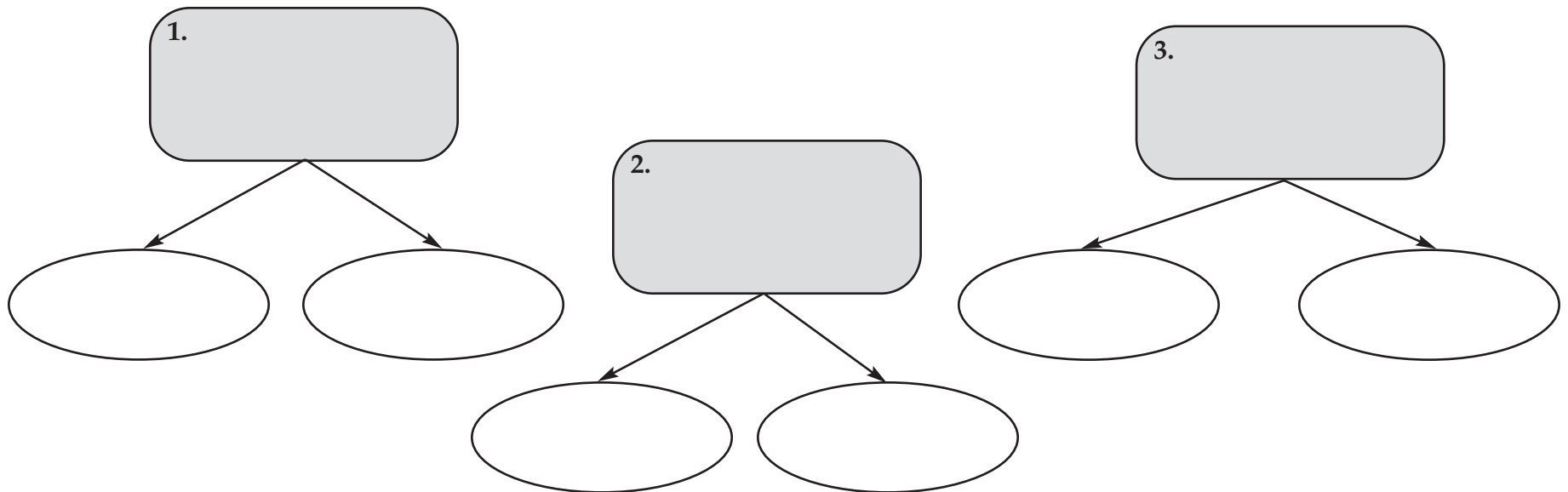
## Using Aids to Remember

### Task U: Using Mapping and Webbing to Recall Information, *continued*

Read the paragraph. Use the diagram to organize the information from the paragraph. Then, cover the paragraph and retell it, using the diagram to help you remember the information.

- Water emergencies can happen in our homes. One type of water emergency is when the clothes washer overflows. If this happens, you should try to empty the machine by turning the dial to the spin cycle. If this doesn't work, bail out the water. Another type of water emergency is a flooded basement. If this happens, you should shut off the main water valve and mop up the water. A third type of water emergency is when the ceiling sags because of the weight from leaking water. If this happens, you should poke a small hole in the ceiling with a nail and catch the water in a bucket.

### Water Emergencies in the Home



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

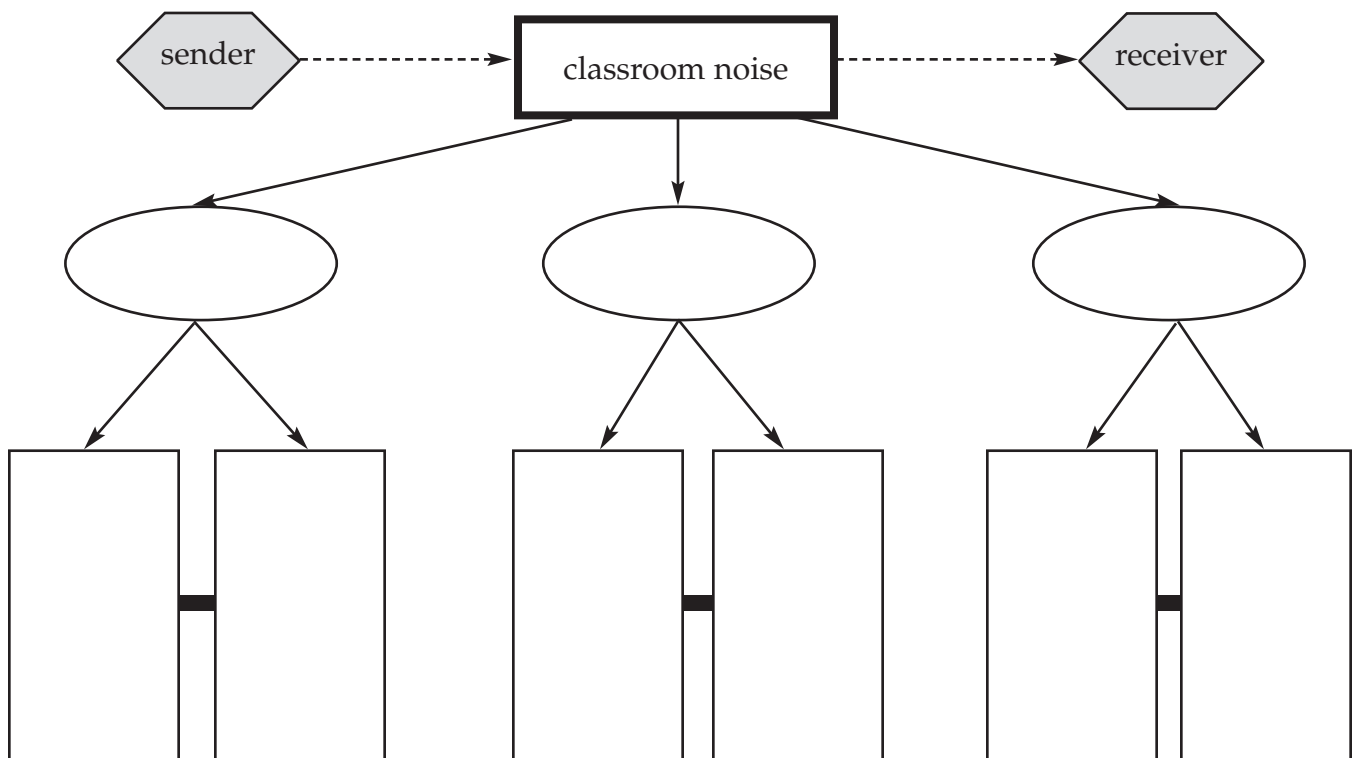
## Using Aids to Remember

### Task U: Using Mapping and Webbing to Recall Information, *continued*

Read the paragraph. Use the diagram to organize the information from the paragraph. Then, cover the paragraph and retell it, using the diagram to help you remember the information.

- A model helps us understand how something works. Let's think about a model of communication. Whenever we communicate, there is a sender and a receiver. For good communication, the path between the sender and receiver is free of any noise. But often, this is not the case. Think about the noises in a classroom. There may be excessive talk, either from the students or the teacher. Students may make non-speech noises such as the shuffling of feet and papers. And there may be noise from the environment, such as the buzzing of lights or the hum of an overhead projector that interferes with communication. Considering all these noises, it's easy to see why some students don't always receive all the messages being communicated in the classroom.

## Communication Model



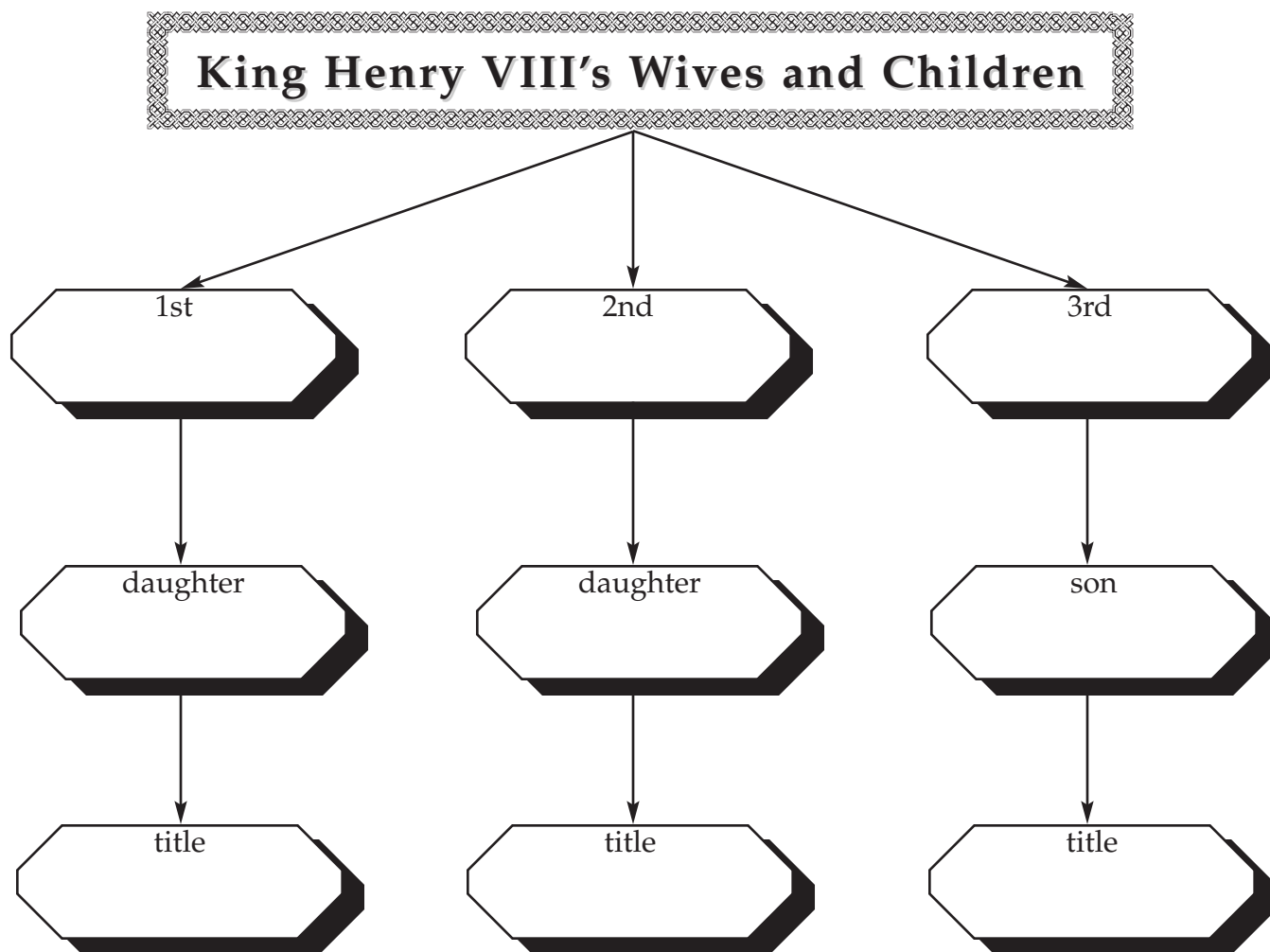
*I.E.P. Goal: The client will use map and web formats to recall information presented in paragraphs, with 90% or greater accuracy.*

## Using Aids to Remember

### Task U: Using Mapping and Webbing to Recall Information, *continued*

Read the paragraph. Use the diagram to organize the information from the paragraph. Then, cover the paragraph and retell it, using the diagram to help you remember the information.

5. King Henry VIII of England wanted a strong son to follow in his footsteps. He divorced his first wife, Catherine, because she had given him only one daughter named Mary. His second wife, Anne, also gave birth to a daughter, Elizabeth. King Henry had Anne beheaded. He then married Jane Seymour. She finally gave King Henry the son that he wanted. His name was Edward and he became King Edward VI when he was nine years old. King Edward died seven years later and Mary became Queen Mary I. She was queen for only a short time before she died of cancer. Elizabeth then became Queen Elizabeth I.



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

## Using Aids to Remember

### Task V: Using Time Lines to Recall Sequential Information

Read the paragraphs below. Then transfer the information from the paragraphs to the time line. Later, I'll ask you to recall the information in the paragraphs by looking at the time line.



1. In March, I saw bulldozers begin to clear a field close to our house. Something was going to be built on that spot. I wondered what it was going to be.

In April, it rained almost every day. The ground was too soggy to begin building anything. Then in May, a huge cement truck arrived and began pouring the foundation for some type of building.

By July, four walls had appeared. The building was beginning to take shape. I still wasn't sure exactly what type of building it would be.

In August, the roof was added. By September, they began adding the doors and windows. Now, I could tell that it was a house.

March                  April                  May                  July                  August                  September                  October

							
<i>Field is cleared.</i>							<i>Family moves in.</i>

*I.E.P. Goal: The client will use pictorial time lines to recall 90% of key information presented in paragraphs, as judged by the clinician.*

## Using Aids to Remember

### Task V: Using Time Lines to Recall Sequential Information, *continued*

Read the paragraphs below. Then transfer the information from the paragraphs to the time line. Later, I'll ask you to recall the information in the paragraphs by looking at the time line.

- I go to Pine Run Elementary School. It was built in 1895. It was a one-room school house made from logs. Fifteen children from grades one through twelve attended the school.

In 1910, the school caught on fire and burned to the ground. Luckily the fire happened at night when no one was there. It took two years to raise enough money to re-build the school. In 1912, a new brick school was built on the same spot.

By 1950, the school was too small for the many children who were ready to begin school, so four rooms were added on to the school.

In 1960, a new high school was built so the older students no longer attended Pine Run. Today, Pine Run is an old school, but one that is full of happy memories!

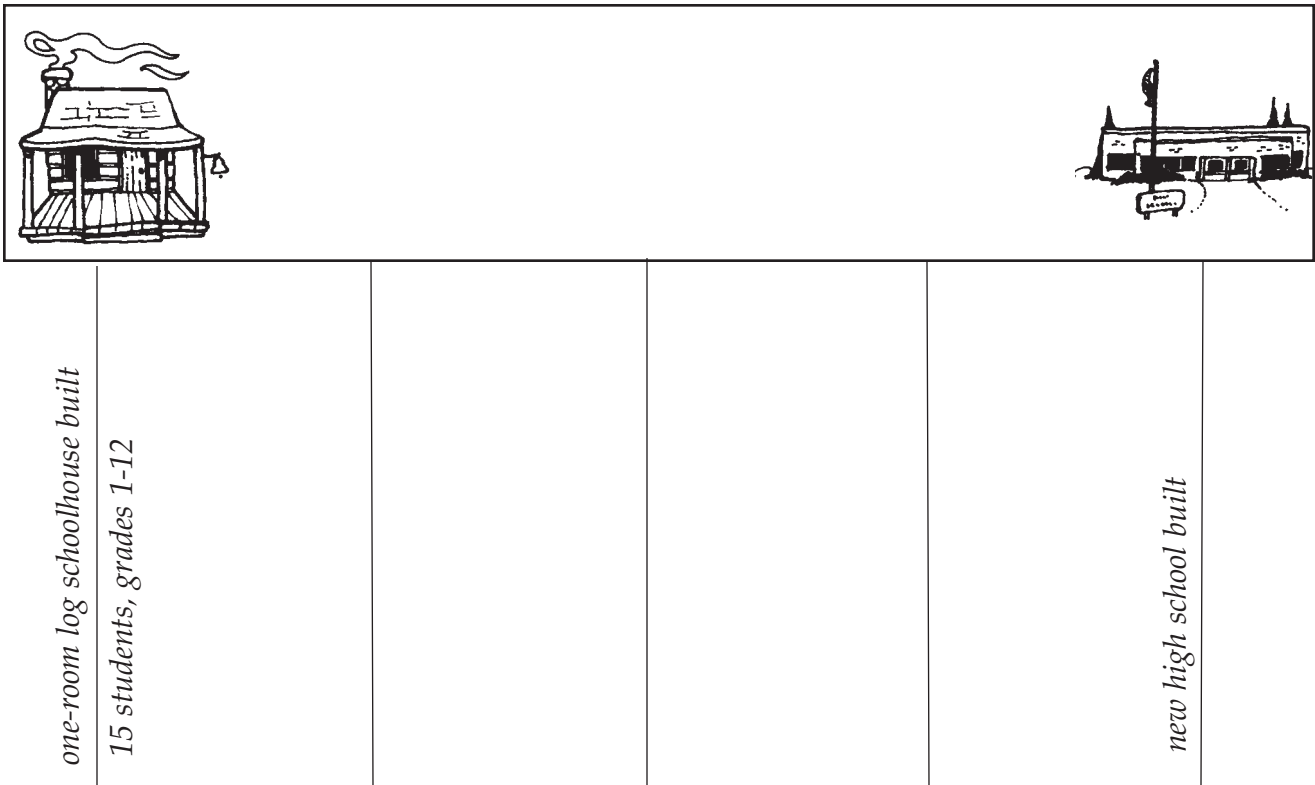
1895

1910

1912

1950

1960



*I.E.P. Goal: The client will use pictorial time lines to recall 90% of key information presented in paragraphs, as judged by the clinician.*

## Using Aids to Remember

### Task V: Using Time Lines to Recall Sequential Information, *continued*

Read the paragraphs below. Then transfer the information from the paragraphs to the time line. Later, I'll ask you to recall the information in the paragraphs by looking at the time line.

- Jean Lukard was born in Amiens, France in 1896. In 1904, when Jean was eight years old, his family came to the United States. What a thrill it was to pass the Statue of Liberty and finally get off the ship that had brought them to America!

In 1905, Jean's family settled in Pittsburgh, Pennsylvania. The next year, in 1906, Jean entered school for the first time. Even though he was ten years old, Jean began in the first grade because he didn't know English. By the time he was graduated from high school in 1915, not only had Jean learned English, but he was at the top of his class.

In 1916, Jean became a soldier in World War I. Fortunately, Jean was not injured in the war and returned home to Pittsburgh in 1918. He married shortly after that time and enjoyed a long and happy life.

1896	1904	1905	1906	1915	1916	1918
<i>Jean is born.</i>						<i>Jean returns home.</i>

*I.E.P. Goal: The client will use pictorial time lines to recall 90% of key information presented in paragraphs, as judged by the clinician.*

## Applying Memory Techniques

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This section presents tasks that incorporate some of the strategies in previous sections. The focus is on applying memory strategies to daily activities such as filling out forms, following directions or paraphrasing messages.

In **Task A**, focus on the information that is difficult for the client to recall. Work together to develop individualized strategies for recalling this information. **Task B** provides additional practice in strategy selection.

Following directions is the focus of **Tasks C-F**. You may need to modify **Task D** according to the physical abilities of the client. You may want to practice this task initially by modeling each movement as you give the direction, later fading these prompts. To vary **Tasks C-F**, have the client give you the directions, checking your responses for accuracy without looking back at the directions.

**Tasks G-K** provide practice in paraphrasing, reinforcing the idea that information is easier to remember when it's translated into your own words.

In **Task L**, the items can be grouped in several ways (e.g., *baby bottle/bootie/pacifier* form a group of baby items or *pacifier/bottle/toothbrush* form a group of things we put in our mouths). Whichever schema the client chooses is acceptable, as long as it enables recall of the items. For items 5 and 6 of this task, present the entire group of twelve items or just the top six items initially, later adding the bottom six items to expand the task.

To vary **Task M**, ask the client to look at the scene and then sketch it from memory. Or, after looking at the scene, cover it and ask her to recall as many items as possible within 30 seconds. Turn it into a recognition memory task by asking the client to identify items that are in the scene from a list you read aloud.

Task	Page
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F	Following Sequential Directions with Objects . . . . .	143
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## Applying Memory Techniques

### Task A: Organizing and Recalling Personal Information

This page lists information you often need to recall to fill out forms or applications. Fill in the information requested. Then, we'll think of cues or strategies to help you recall any items that are difficult for you to remember.

1. Name \_\_\_\_\_  
first middle last maiden
2. Address \_\_\_\_\_  
number/street city state/province ZIP/postal code
3. Telephone number ( ) \_\_\_\_\_  
area code
4. Birth date \_\_\_\_\_  
year month date
5. Place of birth \_\_\_\_\_  
city state/province country
6. Social security number \_\_\_\_\_
7. Driver's license number \_\_\_\_\_
8. Blood type \_\_\_\_\_
9. Employer \_\_\_\_\_  
Address \_\_\_\_\_  
PO box/number/street city state/province ZIP/postal code
10. Emergency contact person \_\_\_\_\_  
name relationship telephone number
11. Family members' birth dates \_\_\_\_\_  
name birth date  
\_\_\_\_\_  
name birth date  
\_\_\_\_\_  
name birth date  
\_\_\_\_\_  
name birth date
12. Frequently called phone numbers \_\_\_\_\_  
name telephone number  
\_\_\_\_\_  
name telephone number

*I.E.P. Goal: The client will identify strategies to recall personal information and use these strategies to recall personal information, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task B: Selecting Appropriate Strategies to Recall Information

I'll tell you some different types of information you might need to remember. Tell me which strategy you would use to recall each item and why. (*Example acceptable strategies are listed; accept other logical strategies as appropriate.*)

1. a list of things to buy at the grocery store

*group items by category*  
*make up a sentence with the items in it*  
*use an acronym or catch phrase*

2. a list of six numbers

*chunk the numbers*  
*repeat the numbers over and over*

3. the name of a person you just met

*a silly association*  
*a rhyme*  
*visualize a characteristic of the person that's like the name*

4. the three most important pieces of information in a paragraph

*chunk the information*  
*outline the paragraph*

5. directions to a friend's house or apartment

*verbal rehearsal*  
*draw a diagram*  
*use key landmarks*

6. the names of the bones in the foot

*use an acronym or catch phrase*  
*sing them as words to a well-known tune*

7. the nouns in a short paragraph

*make up symbols*  
*use the nouns in a silly sentence*  
*use an acronym or catch phrase*

*I.E.P. Goal: The client will identify appropriate memory strategies to recall different kinds of information and state the reason for choosing a particular memory strategy, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task B: Selecting Appropriate Strategies to Recall Information, *continued*

I'll tell you some different types of information you might need to remember. Tell me which strategy you would use to recall each item and why.

8. important information from a lecture

*traditional or slot outline  
make a web or a map diagram*

9. a message for someone else

*write down the most important information  
use your own shorthand or symbols*

10. a story you've read

*make an outline  
take notes  
draw pictures as cues*

11. directions from a package

*paraphrase the directions  
check off each direction as you do it*

12. definitions of new words

*paraphrase the definition from a dictionary  
associate the word with a word you already know  
use the word in several sentences  
draw pictures or symbols of the word*

13. the history of your family's moves to different places

*pictorial time line  
outline*

14. your telephone number

*change the numerals into letters to form a word  
chunk the numbers into groups of three and four  
associate it with an important date (e.g., 777-1492)*

*I.E.P. Goal: The client will identify appropriate memory strategies to recall different kinds of information and state the reason for choosing a particular memory strategy, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task C: Identifying the Number of Steps in a Sequence

To be able to remember and follow directions, you need to know how many steps are in the directions. Listen to the directions for each task and tell me how many steps are in each one.

1. Coloring a picture  
Get out the crayons.  
Choose a picture to color.  
Color the picture. *3 steps*
2. Cashing a check  
Fill out the check.  
Take it to the bank.  
Give it to the teller.  
Count the money you receive. *4 steps*
3. Making ice cubes  
Get out the ice tray.  
Fill the ice tray with water.  
Put the ice tray in the freezer. *3 steps*
4. Cutting your bangs  
Comb your bangs.  
Wet your bangs.  
Hold your hair with your fingers or a comb.  
Cut straight across. *4 steps*
5. Putting on shoes and socks  
Put on your socks.  
Loosen the laces of your shoes.  
Put your shoes on your feet.  
Tighten the laces.  
Tie a bow in the laces. *5 steps*
6. Brushing your teeth  
Get out your toothbrush and toothpaste.  
Wet your toothbrush.  
Put toothpaste on the toothbrush.  
Brush your teeth.  
Rinse your mouth out well. *5 steps*
7. Building a doghouse  
Measure the boards.  
Cut the boards.  
Make four sides with the boards.  
Cut a door in one side.  
Put the sides together.  
Nail on the roof. *6 steps*

*I.E.P. Goal: The client will identify the number of steps in sequential directions presented aloud, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task C: Identifying the Number of Steps in a Sequence, *continued*

Listen to the directions for each task and tell me how many steps are in each one.

- |     |                              |  |         |
|-----|------------------------------|--|---------|
| 8.  | Boiling water in a microwave | Pour water into a glass measuring cup.<br>Place the cup in the microwave.<br>Shut the door.<br>Cook on high for three minutes.<br>Open the door.<br>Remove the cup with a pot holder.  | 6 steps |
| 9.  | Washing dishes in the sink   | Scrape the food from the dishes.<br>Put the stopper in the sink.<br>Turn on the hot water.<br>Add detergent to the water.<br>Turn off the water when the sink is full.<br>Wash each dish.<br>Rinse each dish.  | 7 steps |
| 10. | Preparing soup               | Get out a pan.<br>Open the can of soup.<br>Pour the soup into the pan.<br>Put the pan on the stove burner.<br>Turn on the stove burner.<br>Heat the soup until it boils.<br>Turn off the stove burner.   | 7 steps |
| 11. | Making a turkey sandwich     | Get out two slices of bread.<br>Put the bread on a plate.<br>Spread one piece of bread with mayonnaise.<br>Add slices of turkey.<br>Add slices of cheese.<br>Put the other slice of bread on top.<br>Slice the sandwich in half.   | 7 steps |
| 12. | Filling a car's gas tank     | Turn off the engine.<br>Open the cap on the gas tank.<br>Remove the nozzle from the pump.<br>Put the nozzle in the opening of the gas tank.<br>Pull the lever on the handle of the nozzle.<br>Remove the nozzle when the gas stops pumping.<br>Put the nozzle back on the pump.<br>Put the lid back on the gas tank. | 8 steps |

*I.E.P. Goal: The client will identify the number of steps in sequential directions presented aloud, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task D: Following Sequential Directions

Listen to each set of directions. Tell me how many steps are in each direction and then carry out the direction.

1. Close your eyes. Then shake your head "no." (2)
2. Fold your hands. Then shake your head "yes." (2)
3. Stand up. Turn around in a circle. Shake my hand. (3)
4. Stretch your arms overhead. Then touch your toes. (2)
5. Hold up four fingers. Count aloud to four. Clap your hands four times. (3)
6. Fold your arms. Tap your toes. (2)
7. Open your mouth wide. Then press your lips together. (2)
8. Put your hands behind your back. Count to three. Touch your ankles. (3)
9. Wink at me. Close both eyes. (2)
10. Put your right hand on your knee. Say your first name. Put your left hand on your other knee. Say your last name. (4)
11. Point to the floor. Point to the ceiling. Point to the door. (3)
12. Put your hands over your ears. Put your hands on your shoulders. Hug yourself. Shake your hands. (4)
13. Shrug your shoulders. Blink your eyes. Touch your nose. Touch your elbow. (4)
14. Point your toes up. Point your toes down. Make your feet go around and around. (3)
15. Hold up ten fingers. Count to ten. Hold up five fingers. Count to five. (4)
16. Blow a kiss. Pretend to yawn. Put your hand on top of your head. (3)
17. Hold up one finger. Point to me. Point to yourself. Put your fingertips together. (4)

*I.E.P. Goal: The client will identify the number of steps in sequential directions and carry them out in the correct sequence, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task D: Following Sequential Directions, *continued*

Listen to each set of directions. Tell me how many steps are in each direction and then carry out the direction.

18. Lean your head toward your shoulder. Cross your ankles. Cross your fingers. (3)
19. Put your palms together. Put your hands on your elbows. Put your hands on your knees. Put your hands on your shoulders. (4)
20. Try to whistle. Say my name. Tap your fingers on the table. Say your name. (4)
21. Make a fist with one hand. Cover it with your other hand. Show me both of your palms. (3)
22. Stamp your feet. Clap your hands. Snap your fingers. Wave goodbye. (4)
23. Touch your head. Touch your shoulder. Cross your fingers. (3)
24. Scratch your head. Touch the floor. Look over your shoulder. Cover your eyes with your hands. (4)
25. Put your hand on the table. Put your other hand on top of it. Put your hands side by side. Wiggle your fingers. (4)
26. Look up. Look down. Close your eyes. Open your eyes. Look at your elbow. (5)
27. Give me the thumbs up sign. Put your thumbs together. Give me the thumbs down sign. Hide your thumbs in your fists. (4)
28. Pick one foot up off the floor. Raise one hand in the air. Put your foot back down on the floor. Raise the other hand in the air. Lower both hands. (5)
29. Tell me what day it is. Put your elbows on the table. Put your palms on the table. Put your hands under the table. Tell me the color of the table. (5)

*I.E.P. Goal: The client will identify the number of steps in sequential directions and carry them out in the correct sequence, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task E: Following Sequential Directions with Pictures and Symbols

Listen to each set of directions. Tell me how many steps are in each direction and then carry out the directions using the pictures and symbols on the worksheet. When you have finished, listen to the directions again and check your work.

Materials: red and blue pens, pencils, crayons or markers; copy of activity pages 140-142

*Note to clinician: You may want to copy the worksheets and cut them apart, passing out each diagram right before you read the corresponding directions.*

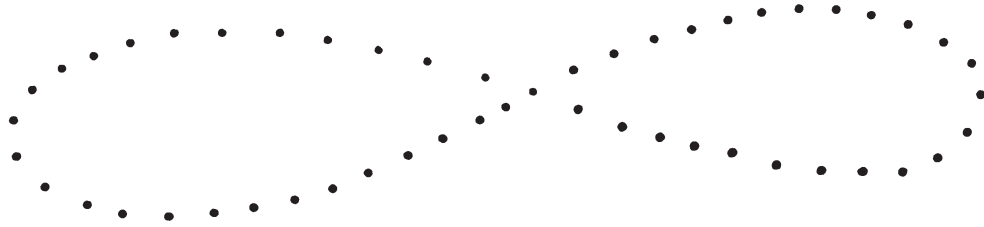
1. Connect the dots. Color in the figure.
2. Cross out the one that is different.
3. Draw a circle around each person.
4. Write your name above the line. Write your age below the line.
5. Draw a circle around each animal. Draw a line under each fruit.
6. Draw a circle in the box. Write a number 3 in the circle.
7. Color the triangles blue. Color the circles red.
8. Put an X on each circle. Color in each heart.
9. Put a line under each number. Put a circle around each letter.
10. Count the stars. Write the number of stars on the line. Color in the circle.
11. Complete each shape. Color in the triangles. Outline each circle.
12. Draw a line that cuts the box in half. Write a letter in one half of the box. Write a number in the other half of the box.
13. Complete the pattern on the top row. Copy the pattern on the bottom row. Draw a line through each of the vertical lines to make the letter T.
14. Connect the dots. Draw a sail on the object. Write your initials on the sail. Write the name of the object on the line next to it.
15. Draw a hat on each head. Make one person have a happy face. Make one person have a sad face. Make one person's eyes closed.

*I.E.P. Goal: The client will carry out sequential directions with pictures and symbols on paper, with 90% or greater accuracy.*

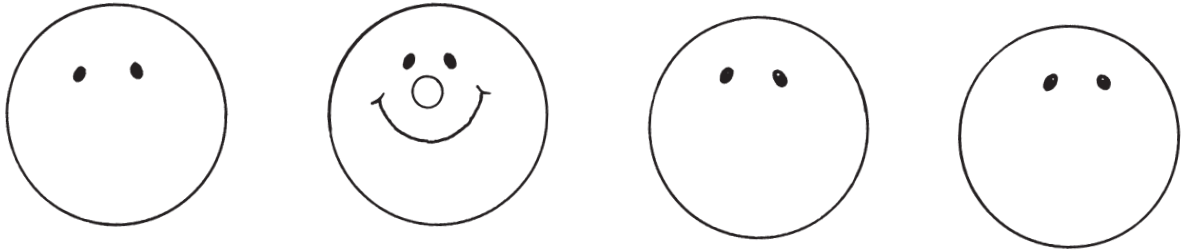
Applying Memory Techniques

Task E: Following Sequential Directions with Pictures and Symbols

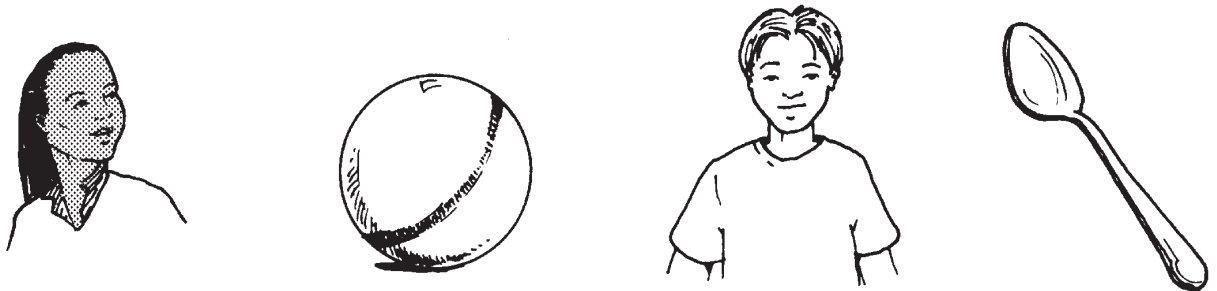
1.



2.



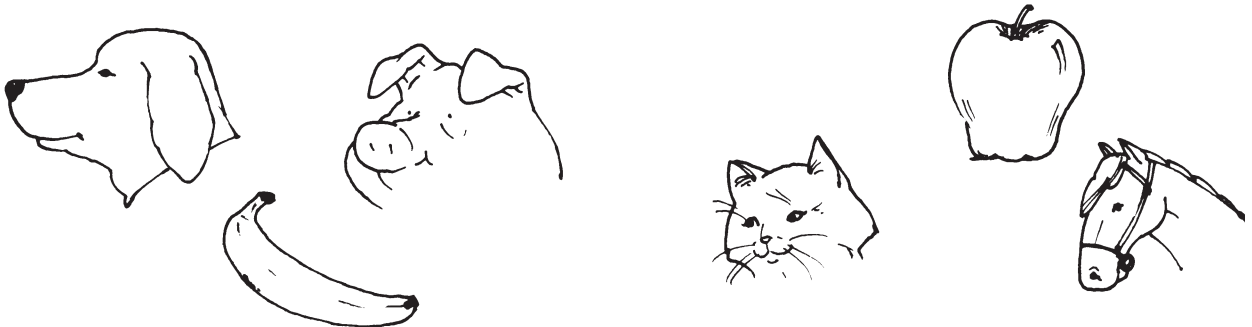
3.



4.



5.



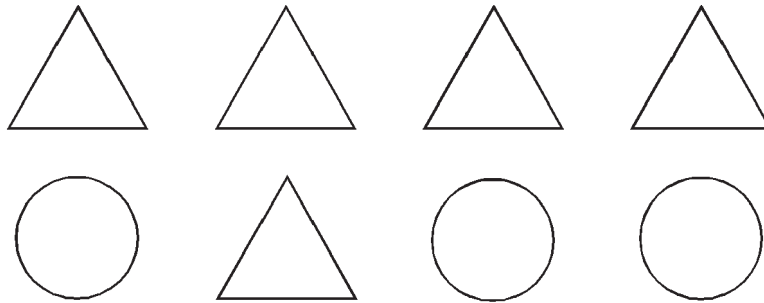
Applying Memory Techniques

Task E: Following Sequential Directions with Pictures and Symbols, *continued*

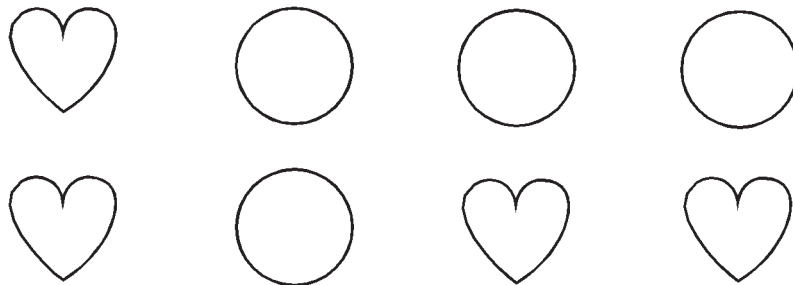
6.



7.



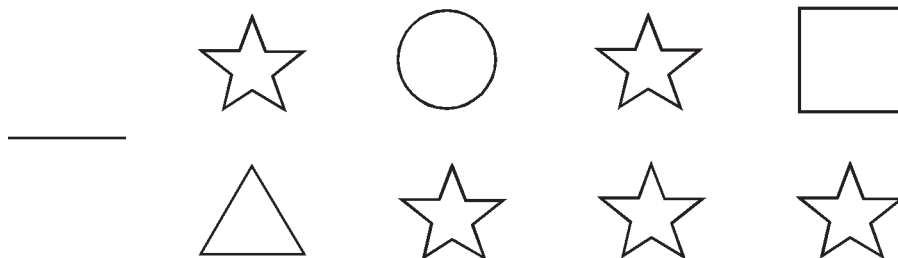
8.



9.

3      A      4      8  
B      G      Y      5

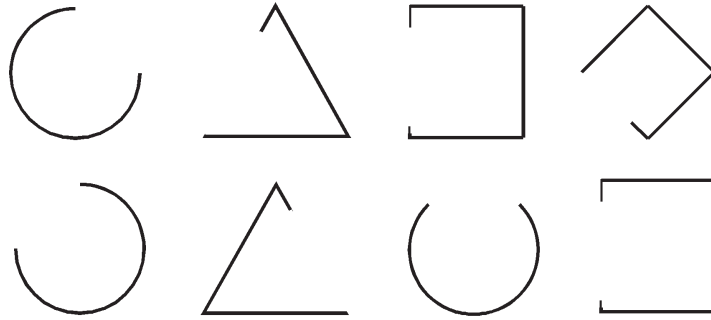
10.



Applying Memory Techniques

Task E: Following Sequential Directions with Pictures and Symbols, *continued*

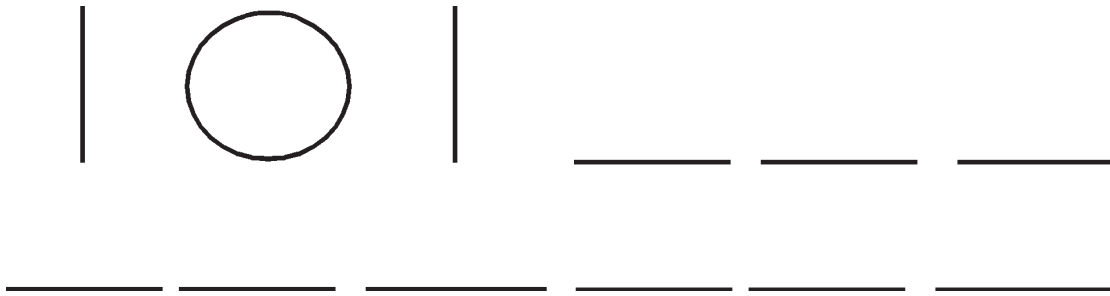
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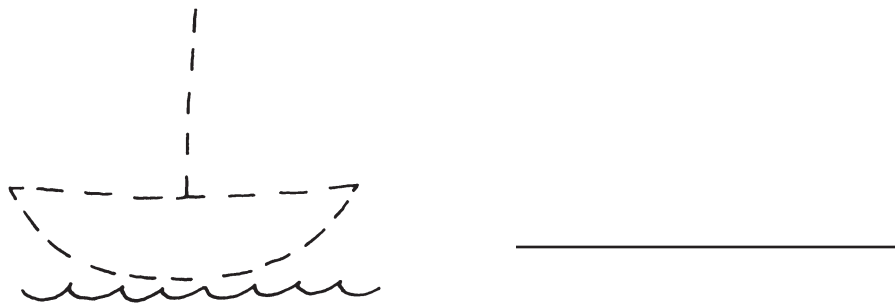
12.



13.



14.



15.



## Applying Memory Techniques

### Task F: Following Sequential Directions with Objects

Here's a list of all the objects needed for this task:

glass or cup	7 drinking straws	book
2 coins	red crayon	set of measuring cups
piece of paper	green crayon	15 buttons, dried beans or
pen or pencil	lined paper	Cheerios®
11 index cards	deck of cards	newspaper section

Listen to each set of directions. Tell me how many steps are in each direction and then carry out the directions using the objects in front of you.

1. *objects needed: a glass or cup, a coin*

Turn the glass over. Put the coin on top of the glass. (2)

2. *objects needed: a glass or cup, two coins*

Put one of the coins in the glass. Put the other coin underneath the glass. (2)

3. *objects needed: a piece of paper, a pencil or pen*

Write your name on one side of the paper. Draw an X on the other side of the paper. Fold the paper in half. (3)

4. *objects needed: a piece of paper, a pencil or pen*

Tear the paper in half. Draw a heart on one piece. Draw a circle on the other piece. Then, fold each piece in half. (4)

5. *objects needed: a piece of paper, a pencil or pen*

Draw something in a corner of the paper without letting me see it. Fold down that corner of the paper. Give the paper to me. (3)

6. *objects needed: three blank index cards, a pencil or pen*

Write a different number on each of the cards. Put the cards in order, starting with the smallest number. (2)

7. *objects needed: three drinking straws cut to different sizes*

Line up the straws on the table end-to-end. Now line up the straws side-by-side. Pick up the longest straw. (3)

*I.E.P. Goal: The client will carry out sequential directions with objects, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task F: Following Sequential Directions with Objects, *continued*

Listen to each set of directions. Tell me how many steps are in each direction and then carry out the directions using the objects in front of you.

8. *objects needed: four drinking straws cut to different sizes*

Put the two shortest straws together. Put the two longest straws together. Make a T with each group of straws. (3)

9. *objects needed: a lined sheet of paper, a red crayon, a green crayon*

Write your name in red on the top line. Write a number 10 in green on the next line. Write the letter B in green on the next line. (3)

10. *objects needed: a lined sheet of paper, a red crayon, a green crayon*

Using the red crayon, number from one to five down the left side of the paper. Make a green X in the center of the paper. Draw a red circle around the X. (3)

11. *objects needed: four blank index cards, a pencil or pen*

Draw a picture of a ball on one card. Write the word *ball* on one card. Draw a picture of a hat on one card. Write the word *hat* on one card. Then, put each picture card on top of the word card it matches. (5)

12. *objects needed: four blank index cards, a pencil or pen*

Write a different letter of the alphabet on the front of each card. On the back of the card, write a word that begins with that letter. Put the cards in alphabetical order. (3)

13. *objects needed: ten playing cards including at least two face cards, red hearts and black clubs*

Put the red cards in one stack and the black cards in another stack. Look through each stack and take out the face cards. Look through the red stack and take out any hearts. Look through the black stack and take out any clubs. (4)

14. *objects needed: twenty cards from a deck of playing cards*

Separate the cards into four stacks: clubs, hearts, spades, and diamonds. Take out one card from each stack. Count the number of cards left in the stack of hearts. (3)

*I.E.P. Goal: The client will carry out sequential directions with objects, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task F: Following Sequential Directions with Objects, *continued*

Listen to each set of directions. Tell me how many steps are in each direction and then carry out the directions using the objects in front of you.

15. *objects needed: twenty cards from a deck of playing cards*

Shuffle the cards. Place them in a stack on the table, face down. Take the top card off the deck. Put it in the middle of the deck. (4)

16. *object needed: a book*

Open the book to the last page. Read the last word on the last page aloud. Open the book to the first page. Read the first word on the first page aloud. Close the book. (5)

17. *objects needed: a set of measuring cups*

Line up the cups from largest to smallest. Find a cup that is more than  $\frac{1}{4}$  cup but less than a full cup. Put that cup inside the largest cup. Take those two cups off the table. (4)

18. *objects needed: 15 small objects such as buttons, dried beans, or Cheerios®*

Count out ten buttons (beans, cereal, etc.) from the stack. Line up the buttons. Take an even number of buttons from the row. Tell me how many buttons are left in the row. (4)

19. *objects needed: a handful of small objects such as buttons, dried beans, or Cheerios®*

Make three even groups of buttons (beans, cereal, etc.). Take two buttons from one group. Take four buttons from another group. Make a fourth group with the buttons you have removed. Tell me how many buttons are in the new group. (5)

20. *object needed: a newspaper section*

Open the newspaper to the second and third pages. Find someone's name anywhere on those pages. Tell me what it is. Find an advertisement anywhere on those pages. Tell me what it is for. Turn to the front page and read me the headline from any article. (6)

*I.E.P. Goal: The client will carry out sequential directions with objects, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task G: Paraphrasing Statements

Sometimes it's easier to remember statements in your own words rather than exactly as they have been spoken or written. Listen to each statement. Then repeat it in your own words.

1. Donna enjoys ice skating.
2. Make sure you have the right key.
3. I think the blue book is mine.
4. The birds chirped all morning.
5. The wind blew the newspapers across the street.
6. Be ready at two o'clock because we need to leave then.
7. Michelle is nine, but she'll soon be ten.
8. Do you think the soup has enough salt?
9. On a Tuesday last August, school opened.
10. I have spent nearly all my life in a small town.
11. By early morning, the wind had shifted to the west.
12. This is an excellent book that everyone should read.
13. No clue has yet been found.
14. I arrived home on September first.
15. Barry claimed to be the owner of the car.
16. What a marvelous idea Evelyn has!
17. Read the directions thoroughly before beginning.
18. Up to this point, the movie has been rather boring.
19. I'm absolutely certain that the light was green when I turned.
20. Yes, that's exactly the color I wanted!

*I.E.P. Goal: The client will paraphrase and recall statements presented aloud, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task G: Paraphrasing Statements, *continued*

Listen to each statement. Then repeat it in your own words.

21. I just couldn't figure out how to thank her for what she did.
22. Before you wrap the package, be sure that you have removed the price tags.
23. Tomato plants thrive with lots of sun.
24. In Japan, the school day isn't over until 6 P.M.
25. One day I noticed that the front tire on my bike looked flat.
26. When Mr. Evans got home, his family asked him if he had seen the accident.
27. By the time I finished the race, I could hardly take a step without pain.
28. After cleaning out the entire garage, Al fell into a restful sleep.
29. My calendar for next week is full to the brim.
30. Not far from our house, trains sped by each night.
31. Buy the plants in bloom so that you can see their colors.
32. By midnight, the light rain had turned into a drenching downpour.
33. I am doubtful that we can finish this job on time.
34. A huge, dark cloud moved across the sky just as we reached the lake.
35. The material in this chapter will probably be the most interesting to the students.
36. Hands-on experience is necessary to help young children learn.
37. Don't begin working until you are seated in a quiet environment.
38. Notice that the answers are not listed in the correct order.
39. According to reliable sources, no witnesses were found.
40. I've frequently thought about moving to another location.

*I.E.P. Goal: The client will paraphrase and recall statements presented aloud, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task H: Paraphrasing Definitions

Sometimes it's easier to remember definitions in your own words rather than exactly as they have been spoken or written. Listen to each definition. Then repeat it in your own words.

1. mitten            a glove with a space for the thumb but without divided spaces for the fingers
2. core             the hard inner part of a fruit where the seeds are found
3. root             the part of a plant below the ground that holds it in place and takes in water
4. allowance      a sum of money given each week to a child, sometimes for doing chores
5. toll             money paid to pass over a bridge or drive on a highway
6. slicker         a loose-fitting, waterproof coat
7. scalp            the skin covering the top and back part of the head
8. wade            to walk slowly through water, mud or snow
9. password      a secret word or phrase that must be used when passing a guard
10. nosegay        a small bunch of flowers
11. backstop      a fence behind the catcher that stops the balls from going too far
12. runt            the smallest animal in a litter
13. caboose        the trainman's car on a freight train
14. scrunch        to crush or crunch up something
15. mole            a small animal that burrows under the ground
16. plume          a large, beautiful feather
17. parcel         a small, wrapped bundle
18. rein            a leather strap attached to the bit in a horse's mouth, used to guide the horse
19. plugger        a person who keeps working steadily at a task

*I.E.P. Goal: The client will paraphrase and recall definitions presented aloud, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task H: Paraphrasing Definitions, *continued*

Sometimes it's easier to remember definitions in your own words rather than exactly as they have been spoken or written. Listen to each definition. Then repeat it in your own words.

20. dingy            not clean or bright; dirty-colored
21. swab            a mop used to clean a ship's deck
22. garland        a rope made of flowers or leaves
23. easel            an upright frame that holds an artist's canvas
24. jolt             to shake up or bump something
25. doodad        a small object whose name you can't easily recall
26. flue            a tube or pipe for smoke to pass through
27. helm            the wheel used to steer a ship
28. gaudy          bright or showy
29. aroma          a pleasant or spicy odor
30. unicycle        a vehicle having only one wheel
31. kindling        small bits of wood that are lighted easily to start a fire
32. keepsake      something that is kept to remember the person who gives it
33. jinx            a person or thing that is supposed to cause bad luck
34. inning         a period of a game during which a team has a turn at bat
35. gumbo          a soup thickened with okra
36. tuition         a fee paid to take a class or attend a school
37. immigrant    a person who moves from one country to another
38. tributary     a small stream or river that flows into a larger one
39. grid            a set of numbered or lettered squares

*I.E.P. Goal: The client will paraphrase and recall definitions presented aloud, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task I: Paraphrasing Messages

Sometimes it's easier to remember messages in your own words rather than exactly as they have been spoken or written. Listen to each message. Then repeat it in your own words.

1. Next Thursday, our class will have a math test.
2. The grocery store is hiring new cashiers this week.
3. School pictures will be taken on Tuesday.
4. Bring your newspapers for the paper drive to the fire station tomorrow.
5. Next Friday is a state holiday. The banks will be closed.
6. Don't forget that your car must be inspected by the last day of the month.
7. Every student must return a signed permission slip to school by Wednesday.
8. Your sister Jan forgot her key. Meet her at home at 3 o'clock to let her in.
9. The garage is done repairing your car. You may pick it up today before five-thirty.
10. James dropped by to borrow your extension cord. He said he would return it tomorrow.
11. Burt wants you to call him before ten o'clock tonight. If you don't reach him tonight, call him first thing in the morning.
12. All library books are due the day before vacation. If you've lost a book, see Mrs. Chen.
13. Sue's aunt will pick her up at two o'clock to go to the dentist. She should meet her aunt in front of the library.
14. After you get home from school, fold and put away the clothes in the basket and bring in the mail.
15. Mrs. LaRue's dog was hit by a car, but he's okay. She should go to the animal hospital to pick him up.
16. There are only a few tickets left for tomorrow's game. If you want to take a chance on getting one, be there by six o'clock.
17. Tomorrow, we're studying ocean life. Bring a picture of an animal that lives in the sea.

*I.E.P. Goal: The client will paraphrase and recall messages presented aloud, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task I: Paraphrasing Messages, *continued*

Sometimes it's easier to remember messages in your own words rather than exactly as they have been spoken or written. Listen to each message. Then repeat it in your own words.

18. Our bus has broken down. Instead of taking the blue line, we should take the green line today.
19. If you want to be on the soccer team this year, meet Coach Adams in the gym after school tomorrow. Be sure to wear tennis shoes.
20. Aunt Alicia is arriving from Denver on Flight #750. I'll pick her up at the airport and bring her to the hotel.
21. For homework tonight, do pages 17 and 18 in your math book. Don't forget that your book reports are due the next day.
22. The parade leaves from the city hall parking lot at 10 A.M. on Saturday. All floats should be in line by 9 A.M.
23. Your dad called right after you left. He wants you to return his dictionary when you come over for dinner on Sunday.
24. Mr. Zelle will be here at two o'clock for the meeting. He'll bring his new assistant with him. His name is Mr. Lee.
25. If you need anything, there's a market on the corner. They're open until eleven o'clock and they sell almost everything, but they only take cash.
26. The cafeteria kitchen will be closed on Friday for repairs. Everyone should plan on bringing a lunch from home. You may buy beverages from the machines.
27. Next week, we'll write letters to our new pen pals in Russia. Bring an envelope, a stamp and a photo of yourself to send to your pen pal.
28. The store just got a new shipment of hammocks. They cost \$75. They come in green or white, and the manager said they won't have them very long.
29. The election will be held in four weeks. To have your name on the ballot, you must submit it by Friday. There are three offices to be filled.
30. Brenda lost her wallet. She thinks it might have fallen out of her purse when you drove her home. She asked if you'd look for it under the front seat and call her if you find it. It's a black wallet with a gold clasp.

*I.E.P. Goal: The client will paraphrase and recall messages presented aloud, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task J: Paraphrasing Paragraphs Presented Aloud

It's easier to remember a paragraph in your own words rather than trying to recall it word-for-word. Listen to each paragraph. Then re-tell it in your own words, trying to recall the main points.

1. Cathy loves to color. She has ten coloring books and dozens of crayons. Each time Cathy finishes a picture, she tapes it on her wall. The walls of her room are filled with pictures.
2. Not so very long ago, swimmers looked very different than they do today. At the turn of the century, men wore knee-length pants and tank tops when swimming. Women wore bloomers covered by bathing dresses. Can you imagine trying to swim in a dress?
3. All items with a red tag are on sale today for half off the original price. The sale includes everything in the store except dishes and furniture. All sales are final. No refunds will be given and no exchanges will be made.
4. Without even looking at the sky or listening to the weather report, I know it's going to snow tonight. How do I know? There are long lines at the grocery store where people are stocking up on bread and milk. At the hardware store, they're out of snow shovels and rock salt. Looking for a sled? If you don't have one in your garage, you'll have to use an inner tube or a garbage can lid instead because you can't buy one anywhere in our town.
5. No tools are needed to put the racetrack together. Each piece of the track snaps into the adjoining piece. The diagram on the instruction sheet shows which pieces go together. The yellow braces go under the bridges to help hold them up. Be sure to put two D batteries in the box under the track before trying to race the cars.
6. The outlook for the next four days is great. Tomorrow, we'll see warmer temperatures with highs in the 60's. By the end of the week, we should see daytime high temperatures in the lower 70's. There is only a slight chance of rain in the forecast. Looks like that good weather that we've been waiting for is on its way!
7. Although fairytales were written for children, many of them are very scary. Hansel and Gretel were almost eaten by a mean witch, Little Red Riding Hood and her grandmother were eaten by a wolf, Sleeping Beauty was poisoned, and Rapunzel was locked up in a tower. Most fairytales have happy endings, but many of them include some frightening moments and evil characters. Perhaps fairytales are not the best choice for bedtime stories for very young children.

*I.E.P. Goal: The client will paraphrase paragraphs presented aloud and re-tell the paragraphs, recalling at least 90% of the key points, as judged by the clinician.*

## Applying Memory Techniques

### Task J: Paraphrasing Paragraphs Presented Aloud, *continued*

It's easier to remember a paragraph in your own words rather than trying to recall it word-for-word. Listen to each paragraph. Then re-tell it in your own words, trying to recall the main points.

8. Ken coaches the five-year-old soccer team. When they first begin, most of the team members have never played soccer or even seen it played. During the first few practices, Ken works hard trying to get the children to move the ball without using their hands. It's also hard for them to remember which goal is theirs. Often, Ken runs up and down the sidelines during the games yelling, "Kick it the other way!" Ken's team may not win many games, but they always have lots of fun.
9. Mr. Sanchez emptied the ashes from his fireplace into a metal bucket. He carried the bucket out back to his deck and set it there for the ashes to cool. But then Mr. Sanchez got busy inside his house and forgot about the ashes. He remembered them a short time later when he looked out the window and saw that his deck was on fire. Luckily Mr. Sanchez was able to put out the fire before it spread to his house.
10. If you read sports magazines, you might think that American males spend every Sunday afternoon watching sports on TV, especially during football season. But this isn't true in our family. Most Sunday afternoons you can find my dad in the basement working at his hobby of furniture building. On many Sundays, my brother is working as a member of our volunteer rescue squad. My grandfather spends his Sundays reading the newspaper, getting up occasionally to check on the tasty loaves of bread that he bakes. And you can usually find my uncle seated at my grandfather's kitchen table, feasting on slices of bread fresh from the oven!
11. Each year on my grandmother's birthday, we try to surprise her with a party. Our whole family works hard thinking up ways to surprise her. We've tried all kinds of things to fool Grandma. One year, we showed up at her house at six o'clock in the morning and brought breakfast. Another year, we had the party two weeks before her birthday. Last year, we asked her to come over to babysit and had a surprise party waiting for her. This year, we're going to take her to a baseball game and have her birthday announced on the scoreboard.
12. Most people can tell you that George Washington's picture is on a one-dollar bill and Abraham Lincoln's picture is on a five-dollar bill. Since there aren't many two-dollar bills in circulation, many people would have trouble remembering that Thomas Jefferson is pictured on that bill. And, since many of us don't have \$100,000 bills lying around, not many people are likely to know that Woodrow Wilson is pictured on that bill.

*I.E.P. Goal: The client will paraphrase paragraphs presented aloud and re-tell the paragraphs, recalling at least 90% of the key points, as judged by the clinician.*

## Applying Memory Techniques

### Task K: Paraphrasing Paragraphs Read Silently

It's easier to remember a paragraph in your own words rather than trying to recall it word-for-word. Read each paragraph. Then re-tell it in your own words, trying to recall the main points.

1. Even though Stan and Dan are twins, they are much more different than alike. Stan likes to read and study and work on his computer. Dan, on the other hand, usually can be found out-of-doors playing street hockey, riding his bike or climbing trees. But there are a few things San and Dan have in common. Both boys love to eat pizza, play soccer and collect baseball cards.
2. Al has a pet parrot named Blue. When Al whistles, Blue flies to him and lands on his shoulder. Blue likes to ride on Al's shoulder as he walks around the house. If Al holds a cracker in between his teeth, Blue will take it from him. Blue is quite a talker. He says eight different words.
3. Last week, Ellen traveled by airplane from Maine to Florida. It was very cold when Ellen left, so she wore a heavy coat and a hat. When Ellen arrived in Florida, it was very hot, so she went into the gift shop at the airport and bought a T-shirt and some shorts. Then Ellen changed out of her slacks and sweater into her new, cool clothes.
4. Ruth is a florist at Fantastic Flowers. She has worked there for the past ten years. Everyone thinks Ruth's job is easy because she gets to work with sweet-smelling flowers all day, making beautiful arrangements. Ruth agrees that it's pleasant to work with flowers, but she works very hard at her job. Around the holidays, she works very long hours, making sure that customers get their flowers on time. For instance, last year on the day before Valentine's Day, Ruth worked until two o'clock in the morning!
5. Many years ago, Bud and Hank were driving their truck across the country. They were on their way to California to deliver some furniture. While stopped for gas in a small Montana town, they heard about a blizzard that was on its way. Since the sun was shining brightly, they pushed on. Suddenly, snow was flying in all directions. They couldn't see the road. All they could do was stop right where they were. They waited in their truck for four days before a snow plow came by and helped them out. Luckily they had crackers and bologna to eat and melted snow to drink. After that, Hank didn't eat another bologna sandwich for the rest of his life!

*I.E.P. Goal: The client will paraphrase paragraphs read silently, recalling at least 90% of key information, as judged by the clinician.*

## Applying Memory Techniques

### Task K: Paraphrasing Paragraphs Read Silently, *continued*

It's easier to remember a paragraph in your own words rather than trying to recall it word-for-word. Read each paragraph. Then re-tell it in your own words, trying to recall the main points.

6. If you sky-gaze on a clear night, you'll notice that some stars are brighter than others. The brighter stars are closer to Earth. A star's brightness also depends on how much energy it gives off. Much like a light bulb, the brighter stars give off more energy.
7. Have you ever used a *Farmer's Almanac*? This useful book contains a daily calendar with weather forecasts and other practical information. Farmers use the almanac to decide when to plant or harvest crops. People who aren't farmers find the almanacs very useful as well. Some people claim the almanacs are more reliable in predicting the weather than the meteorologists on TV!
8. Sixty years ago, almost every young boy in America had a nickname. Some of these nicknames were based on a physical feature, such as Stretch, Red, or Lefty. Other nicknames such as Scrapper, Speedy or Slug were given because of a certain way the boy behaved or acted. Some nicknames such as "Pitts" Pittman or "Goodie" Goodridge came naturally from the boy's last name. Nicknames were used so much that they often replaced the boys' real names, which were all but forgotten by their friends and families.
9. Teenagers with their first real jobs are often surprised when they get their first paychecks. By multiplying their hourly rate by the number of hours they have worked, they know what amount to expect as the gross pay on their paychecks. Usually, the money is spent before they even receive it. However, after money is taken out for taxes and other deductions, these young workers are often disappointed to find that their net pay is much less than they had anticipated.
10. Some businesses use clever names to help attract customers. Beauty salons have some of the catchiest names. Need a haircut? Call the Cutting Edge Salon, Shear Heaven or the Head Hunters. Wouldn't you like to board your cat at the Cat's Meow Kennel or your dog at the Paws Inn? How about ordering flowers from Petals and Bows or getting your chimney cleaned from the Neater Sweeper Company? Clever names must be chosen carefully, however. Names like the Butterfingers' Moving Company, the So-So Security Service or the Phuzzy Photographers are not likely to attract many customers.


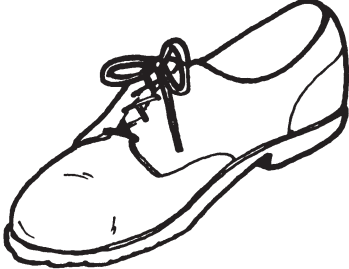

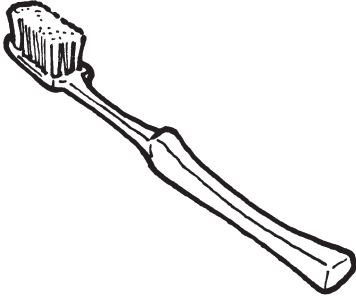

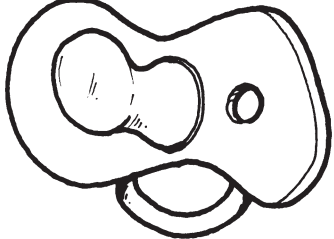
*I.E.P. Goal: The client will paraphrase paragraphs read silently, recalling at least 90% of key information, as judged by the clinician.*

# Applying Memory Techniques

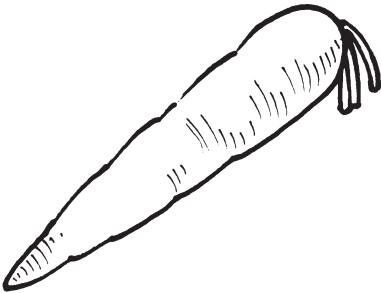
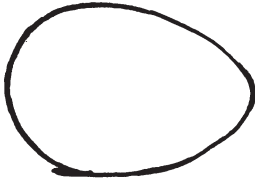
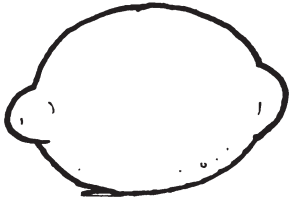

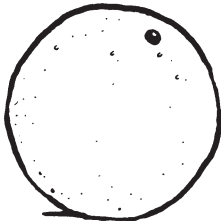
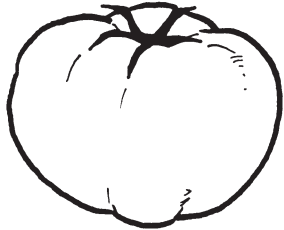
## Task L: Grouping Objects for Recall

Look at each group of objects. Then divide the objects into smaller groups to help you remember them. Later, you will be asked to list all the objects in each group without looking at them.

1.

 <p>baby bottle</p>	 <p>shoe</p>	 <p>bootie</p>
 <p>toothbrush</p>	 <p>cup and saucer</p>	 <p>pacifier</p>

2.

 <p>carrot</p>	 <p>egg</p>	 <p>lemon</p>
 <p>banana</p>	 <p>orange</p>	 <p>tomato</p>

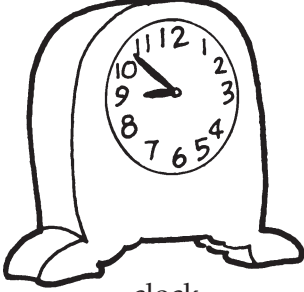

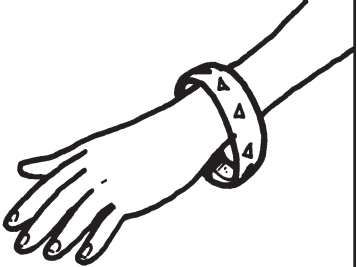


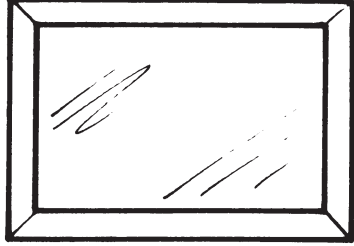
*I.E.P. Goal: The client will group objects into sub-categories and recall the items in the whole group, with 90% or greater accuracy.*

## Applying Memory Techniques

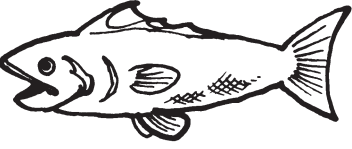
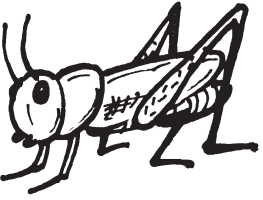
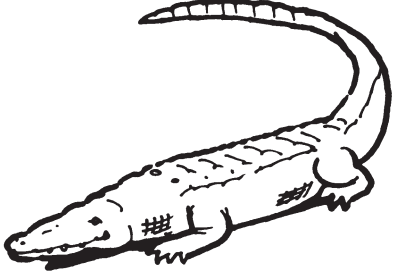
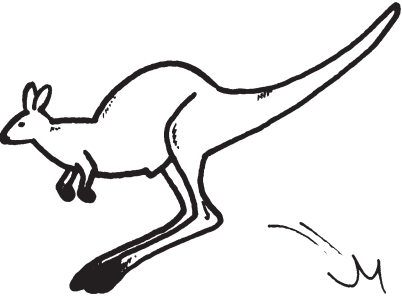

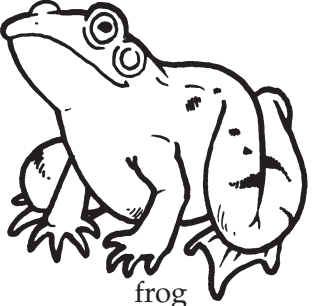
### Task L: Grouping Objects for Recall, *continued*

Look at each group of objects. Then divide the objects into smaller groups to help you remember them. Later, you will be asked to list all the objects in each group without looking at them.

3.

 clock	 dollar bill	 bracelet
 penny	 wristwatch	 mirror

4.

 fish	 grasshopper	 crocodile
 kangaroo	 koala bear	 frog


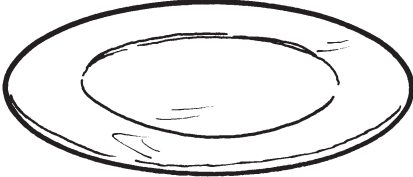
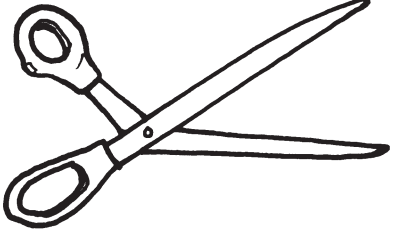
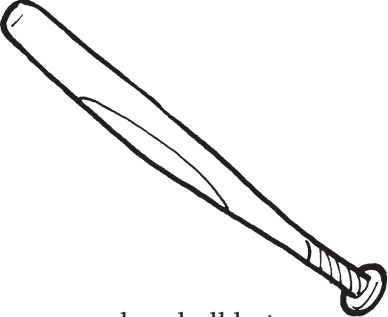

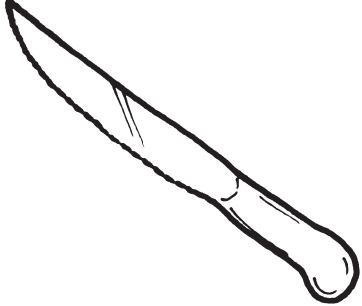
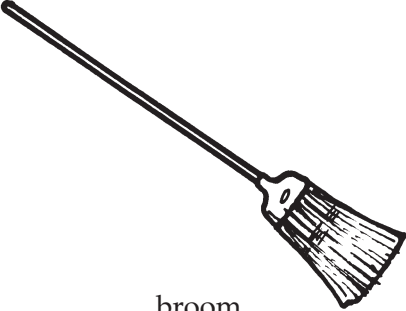

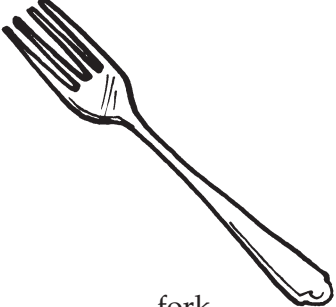
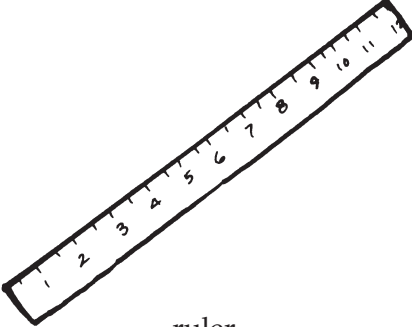


*I.E.P. Goal: The client will group objects into sub-categories and recall the items in the whole group, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task L: Grouping Objects for Recall, *continued*

Look at each group of objects. Then divide the objects into smaller groups to help you remember them. Later, you will be asked to list all the objects in each group without looking at them.

5.

 mug	 plate	 scissors
 baseball bat	 baseball	 knife
 broom	 globe	 fork
 ruler	 shovel	 top

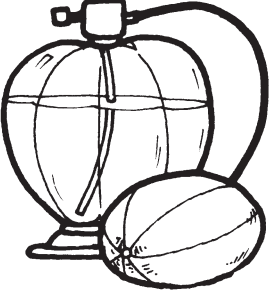
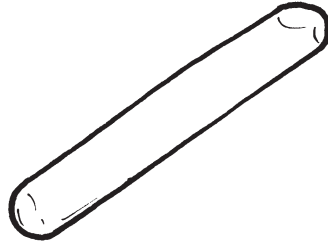
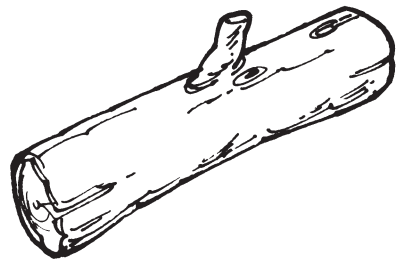
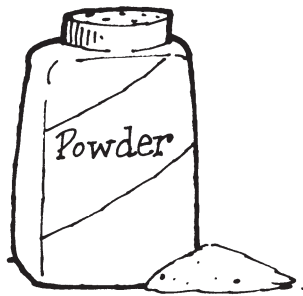

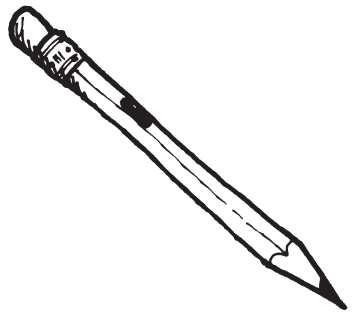
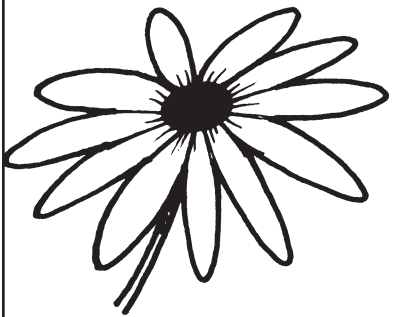
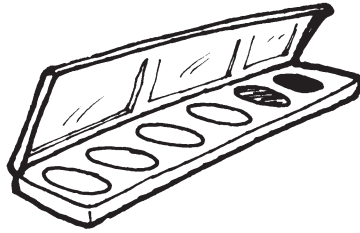

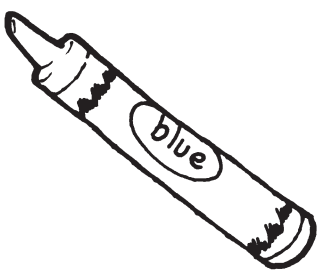


*I.E.P. Goal: The client will group objects into sub-categories and recall the items in the whole group, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task L: Grouping Objects for Recall, *continued*

Look at each group of objects. Then divide the objects into smaller groups to help you remember them. Later, you will be asked to list all the objects in each group without looking at them.

6.

 perfume	 chalk	 logs
 powder	 candle	 pencil
 flower	 paint	 needle
 crayon	 match	 pine tree

*I.E.P. Goal: The client will group objects into sub-categories and recall the items in the whole group, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task M: Recalling Information from Picture Scenes

Study this scene. Then cover the picture and describe it, trying to recall as many details as possible. Then, answer the questions below the picture.

Pet Show



1. What is the largest animal in the pet show?
2. How many animals are pictured in the scene?
3. What is the monkey stealing?
4. Why are two of the girls dressed alike?
5. What season do you think it is? Why?

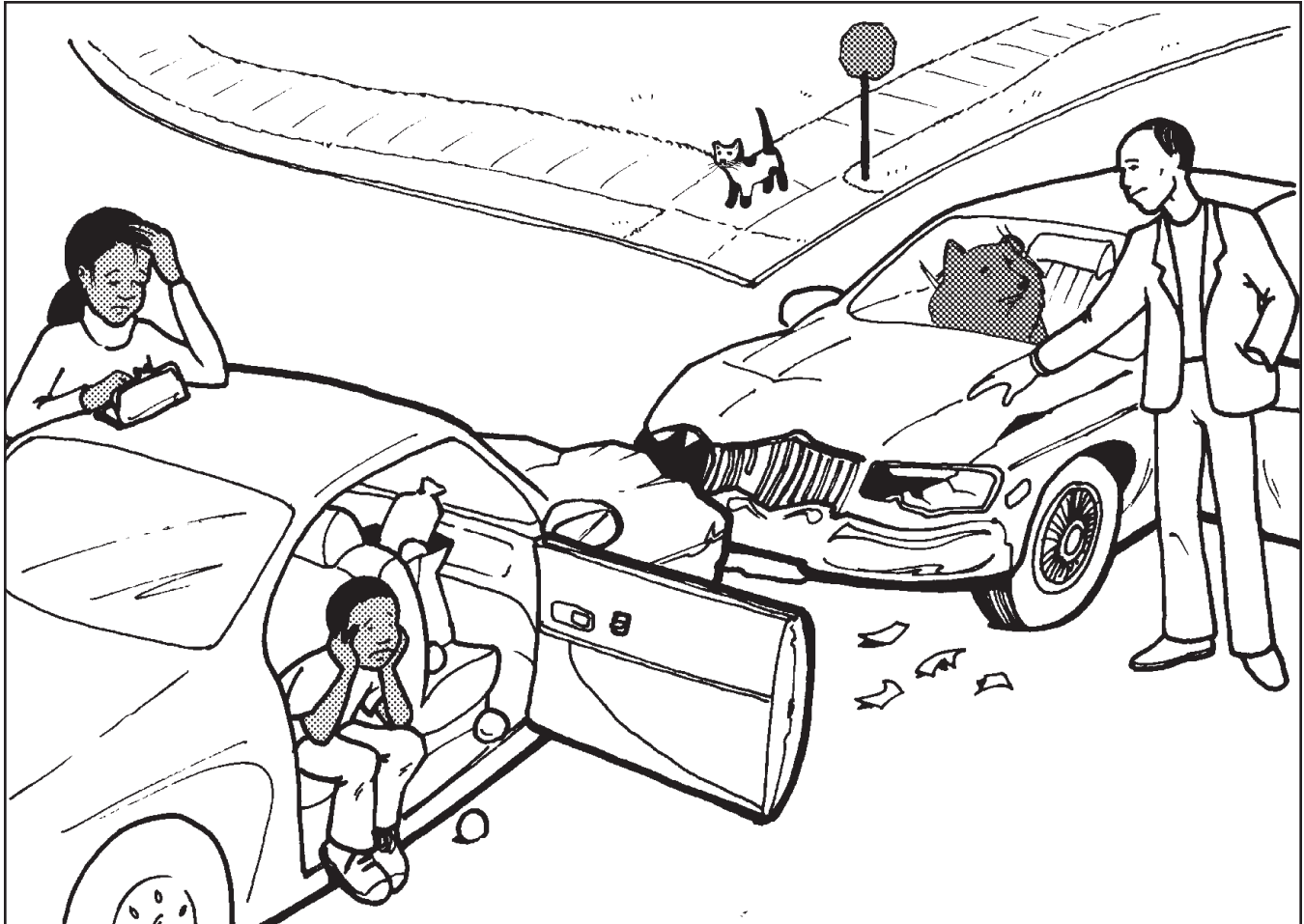
*I.E.P. Goal: The client will describe picture scenes, making at least three (four, five) descriptive statements, and then answer questions about the scenes, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task M: Recalling Information from Picture Scenes, *continued*

Study this scene. Then cover the picture and describe it, trying to recall as many details as possible. Then, answer the questions below the picture.

#### Accident



1. What animals are pictured in the scene?
2. How many passengers are in each car?
3. What is littering the ground?
4. What traffic sign is in the scene?
5. What is the woman looking at?

*I.E.P. Goal: The client will describe picture scenes, making at least three (four, five) descriptive statements, and then answer questions about the scenes, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task M: Recalling Information from Picture Scenes, *continued*

Study this scene. Then cover the picture and describe it, trying to recall as many details as possible. Then, answer the questions below the picture.

#### Beach



1. Describe the weather in the scene.
2. Why can't the man see the crab near his toe?
3. What is the person in the water doing?
4. Is everyone on the beach barefoot?
5. What is in the bottle in the sand?

*I.E.P. Goal: The client will describe picture scenes, making at least three (four, five) descriptive statements, and then answer questions about the scenes, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task M: Recalling Information from Picture Scenes, *continued*

Study this scene. Then cover the picture and describe it, trying to recall as many details as possible. Then, answer the questions below the picture.

#### Library



1. How many people are pictured in the scene?
2. What library rule are the young children disobeying?
3. Name the food pictured in the scene.
4. What time of year is it?
5. Why does the librarian have her hand raised?

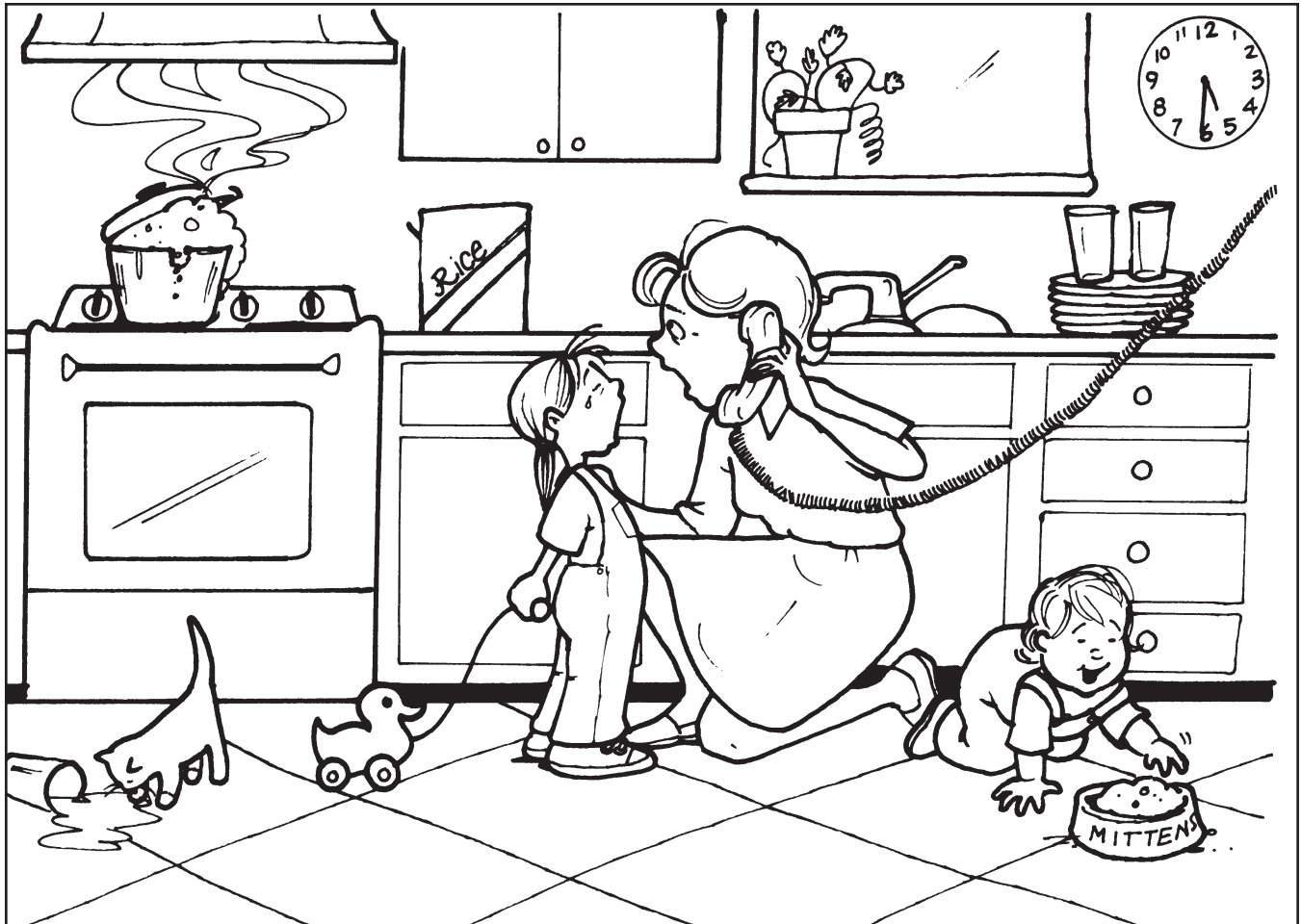
*I.E.P. Goal: The client will describe picture scenes, making at least three (four, five) descriptive statements, and then answer questions about the scenes, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task M: Recalling Information from Picture Scenes, *continued*

Study this scene. Then cover the picture and describe it, trying to recall as many details as possible. Then, answer the questions below the picture.

#### Kitchen



1. What time of day is it?
2. What toy is the girl pulling?
3. What is the baby about to do?
4. What food is cooking on the stove?
5. What three things is the woman trying to do?

*I.E.P. Goal: The client will describe picture scenes, making at least three (four, five) descriptive statements, and then answer questions about the scenes, with 90% or greater accuracy.*

## Applying Memory Techniques

### Task M: Recalling Information from Picture Scenes, *continued*

Study this scene. Then cover the picture and describe it, trying to recall as many details as possible. Then, answer the questions below the picture.

#### Audience



1. What food is pictured in the scene?
2. How many males and how many females are in the scene?
3. What jewelry is the woman in the first row wearing?
4. What is the woman in the second row reading?
5. Tell me what the oldest person and the youngest person in the scene are doing.

*I.E.P. Goal: The client will describe picture scenes, making at least three (four, five) descriptive statements, and then answer questions about the scenes, with 90% or greater accuracy.*

## Tip Sheet

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### Names

- When you meet someone, repeat the person's name as soon as it's said. For example, "It's nice to meet you, Marla Green." Ask the person to spell his or her last name, even if it's easy to spell.

Try to focus on one key feature to aid in recall. For example, *Mr. Bush has bushy eyebrows* or *Paul Allport lives near the airport*.

Try to form a ridiculous picture in your mind, such as Mr. Finn swimming around in your fish tank with a big fin on his back.

- When you leave a situation where you've just met someone, end the conversation by saying the person's name ("It was great meeting you, Jeremy."). As soon as you leave, jot down the person's name and where and when you met. When you are going to be with this person again, review your notes first.
- Make up a sentence that includes names and places to remember and say it out loud. For example, "I'm going to meet with Albert Biggs, who is the vice president of the Booster's Club."

### Items

- To look for something you've lost, return to the last place you had it, either visually or physically, and look for the object or retrace your steps chronologically (*What did I do first? Next? etc.*).
- Make up a silly sentence that includes items to remember and say it out loud. For example, "Pour detergent on the bananas in the envelopes" to remember to buy detergent, bananas and envelopes at the store.
- Use the same grocery store each time you shop. Make up a grocery list according to how the store is laid out. As you mentally go down each aisle, you can jot down items that you need.
- To remember the due date of a library book, write the due date in large numbers on a self-stick memo and attach it to the front of the book. Don't put your library books with your other reading materials, such as on your bookshelf or in your magazine basket. Leave them in plain sight on a table or counter so you can always see the due date reminder. Use the same system for rented videotapes.
- Establish a spot or box near the door to place objects you need to take with you, such as school books, keys, packages, etc.
- Keep things in the same place at all times, such as keys hanging on a hook by the door, an address book and stamps in a drawer by the phone, scissors in a sewing box, etc.

- To remember where your car is parked, look for permanent visual cues and describe them out loud. For example, "I'm parked in the next-to-the-last row directly across from the basketball hoop." When you leave the parking lot, turn around and look at your car, taking a mental picture of how the lot will look as you walk toward it when you return.
- Paint objects like keys, tools, umbrella handles, etc., with iridescent paint colors or mark your possessions with a certain label, color of ribbon, your initials, etc.

## Events and Intentions

- Use symbols to help you remember an important event. Here are some sample ideas you could try:

turn your watch over

switch your watch or ring to the opposite wrist or hand

put a paper clip or a safety pin in your buttonhole

put a rubber band on your wrist

put a piece of tape or a bandage on your finger

switch your wallet to your other pocket

switch your purse strap to your other shoulder

- Position something oddly or out-of-place as a reminder to do something. For example:

leave the blinds in your room or office down

leave something on the driver's seat of your car

leave your toothbrush in the sink

leave the pliers on the top shelf of your refrigerator

leave a piece of paper sticking out of your briefcase or your purse

- Do activities on the same day each week or month. For example, pay bills on the last day of the month, go to the bank every Wednesday, go to the library every other Saturday, etc.
- Use direct deposit and direct bill paying services available through your bank to ensure that your checks are deposited and that important bills are paid on time.
- Make a checklist of steps to perform an activity or a daily "to do" list. Check your daily list each hour or so and monitor your progress.
- Use verbal rehearsal to help you remember things as you do them. For example, "I'm putting the scissors in the top drawer so the baby can't reach them" or "I'm checking the burners on the stove and turning on the porch light before I go upstairs."

## Personal Information

- Write your name and address and the directions to your house or apartment on an index card and tape it to each of your phones. If you need to remember this information in an emergency, you can just read it off the card.
- If you have trouble remembering your license plate number, get a vanity plate with an easy-to-remember word or name on it.
- Keep a memory diary in which you record all the important information you need to remember, such as names, birth dates, important dates, addresses and phone numbers, repair companies, location of important papers, directions to places you visit often, dates when warranties expire, etc. Refer to this diary every day. Keep a copy of the diary somewhere in case you misplace your original diary.

## Telephone Use

- To help recall telephone numbers, turn the numbers into letters or practice singing the phone number to music, such as the first seven notes of “Twinkle, Twinkle, Little Star.” You could also visualize tracing the pattern the numbers make on the number pad of the phone, such as vertical or horizontal lines, geometric shapes, or alphabet letters. Use the diagram of a phone pad on page 170 to practice.
- When you take a phone message, focus on the most important information in the message. First, write down the caller’s name and phone number. Then, write the content of the message. Note the date and time of the call. With all this key information, the person to receive the message will be able to phone back for further information, if necessary.
- Keep a notebook by your phone and keep a log of who called, what time, and what each person wanted. This log will help you when questions come up about payments, appointments, etc.

## Directions

- When you drive, pay special attention to landmarks to help you remember directions. Comment on these landmarks out loud as you pass them. It may be easier to remember to turn right at “the big pink house” than to turn right at “the third street past the intersection.”
- Keep directions to places you visit on separate index cards in the glove compartment of your car. Write the name of the place in large letters at the top of the card. Put a stick-on clip on your dashboard and place the appropriate card in the clip before you set out.

## Conversations

- During conversations, comment on what the other people are saying. Restate

their comments in your own words. Actively participating in the discussion will help you remember the main points of the conversation later.

## Reading

- To try to remember what you read, stop at the end of each paragraph or page and think about what you've read. Summarize it aloud.
- Use highlighters to mark key information as you read. Keep a tablet handy to jot down questions and comments as you read instead of waiting until you are done and perhaps have forgotten them.

## Memory Aids

- Buy memory aids and use them to help you remember information and tasks:
  - pill reminder boxes
  - sticky notes to stick on objects
  - appliances and lights with automatic shut-off features
  - a phone that stores important telephone numbers
  - an instant (electronic) speller
  - a hand-held computer to store messages and key information
  - a daily appointment notebook with a calendar
  - a beeping key chain
- If you frequently forget your keys and get locked out, have deadbolt locks installed that can only be locked with a key from the outside. Then, if you walk out without your keys, you can't lock yourself out.
- Buy combination locks that you can set to your own combination. Choose a number associated with a significant event in your life, such as the numerals of your birth date.

## Other Tips

- Decide what's important to remember and what's not important. Don't expect to be able to remember six or seven things at once.
- Keep in mind that people of all ages forget a name or misplace their car keys from time to time. Be easy on yourself when you forget. When you do forget something, ask for help (e.g., "I know we've met several times, but I can't remember your name. Please tell me once again.") or ask someone to help you remember an important upcoming task or event.

# Telephone Pad



## 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.

9. Pass out a list of names or items. Model the technique of cumulative rehearsal to help your client remember the list. For example, to remember *Joe, Sharon, Clara, Don, Paul*, say:

*Joe.*

*Joe, Sharon.*

*Joe, Sharon, Clara.*

*Joe, Sharon, Clara, Don.*

*Joe, Sharon, Clara, Don, Paul.*

10. To help students remember historical events, have them act out each event. Working in small groups, give each group a card with a key historical date and event on it. Each group then acts out the event. If you're working in teams, the other group may try to guess the event or choose which one it is from a list of possibilities.
11. Print key words, including names and places, on separate index cards and sort them by category. Have the client choose one or two cards from each category and incorporate the key words into a story that will help her recall the key words. For example:

*There once was a man named **Carl** who lived in **South Dakota** where he worked as a **butcher**. On his days off, he liked to bake **bagels** to take to the **circus**.*

12. Give clients a list of information to remember and ask them to diagram it. Later, have them use their diagrams to explain the information. For example, a diagram for chores that need to be done on Saturday might look like this:



13. Ask the client to listen to the morning news or read the newspaper, writing down the main points. Later in the day, ask him to recall these points without looking at his notes. See how many events and main points he can remember. You could also record the news and do this activity together during therapy.
14. As an ongoing activity, as your client reads a book, have her summarize each chapter, highlighting the main events and characters' names as she finishes it. When she picks up the book again or during a therapy session, ask her to recall the main events of each chapter before beginning to read again. When she finishes the book, have her re-tell the story by recalling the chapter summaries.

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# Answer Key

## Selecting Information

### Tasks A - K, pages 8 - 30

Answers are on task pages.

### Tasks L and M, pages 31 - 37

Answers and reasons will vary.

## Coding and Grouping Items for Recall

### Tasks A - C, pages 39 - 47

Answers on task pages.

## Using Aids to Remember

### Task A, pages 50 - 51

Answers are on task pages.

### Task B, pages 52 - 57

1. sour things: pickle, lemon, vinegar  
sweet things: gumdrop, banana, honey
2. body parts: hand, foot, neck  
clothing: gloves, hat, shirt
3. hot things: coffee, sun, soup  
cold things: yogurt, glacier, snowball
4. heavy things: brick, elephant  
light things: leaf, feather, snowflake, paper towel
5. soft things: pillow, marshmallow  
hard things: rock, floor, log, diamond
6. big things: house, stadium, ocean  
little things: ant, ring, fingernail
7. green things: peas, broccoli, grass, cucumber, emerald  
blue things: sky
8. sounds: sneeze, dog bark, whistle, meow  
smells: perfume, coffee
9. round things: button, orange, pancake  
things with corners: greeting card, box, photograph
10. dusty things: chalk, powder, flour  
liquids: oil, milk, ink

11. thin things: hair, spider web, thread  
heavy things: anvil, bowling ball, anchor
12. things that break: glass, window, pretzel  
things that bounce: ball, marble, bead
13. things that cut: ax, scissors, knife  
things that stick: glue, paste, tape
14. jewelry: earrings, bracelet, necklace, ring  
utensils: fork, vegetable peeler
15. flowers: geranium, pansy, rose  
trees: maple, oak, palm
16. school subjects: math, geography, spelling, history  
games: tag, checkers
17. fasteners: snap, paper clip, zipper  
writing tools: pen, pencil, marker
18. containers: box, basket, bag  
dwellings: tent, house, hut
19. things in the air: smoke, pollen, plane  
things underground: cave, tunnel, well
20. cities: Chicago, Atlanta  
states: Vermont, Florida, Idaho, Ohio
21. things that drip: faucet, rain, icicle  
things that bend: coat hanger, wire, finger
22. birds: finch, blue jay, parrot  
rodents: mouse, squirrel, rat
23. things that ring: doorbell, telephone, alarm  
things that sing: person, chorus, bird
24. welcome things: gift, award, favor  
dreaded things: illness, toothache, traffic ticket
4. round things: ring, inner tube, wheel  
floor coverings: mat, rug, carpet
5. things to sit on: chair, couch, stool  
footwear: slippers, shoes, boots
6. things on a lake: canoe, rowboat, raft  
things with needles: pine cone, cactus, porcupine
7. things for cleaning: sponge, washcloth, rag  
young animals: foal, puppy, cub
8. days of the week: Thursday, Tuesday, Friday  
games: Checkers, Hearts, Tag  
colors: aqua, peach, lavender  
numbers: thirty, forty, seventy
10. playground equipment: swing, slide, seesaw  
berries: raspberry, blueberry, strawberry
11. makeup: lipstick, powder, eye shadow  
bedding: blanket, quilt, sheet
12. things for snow travel: sled, toboggan, snowmobile  
things to ride waves: raft, water skis, surfboard
13. kinds of stains: ink, grease, mud  
ocean animals: oyster, scallop, clam
14. animals in cold climates: penguin, polar bear, timber wolf  
vegetables that grow underground: carrot, potato, beet
15. occupations: teacher, chef, carpenter  
violent storms: hurricane, typhoon, tornado
16. things in the ocean: submarine, coral reef, scuba diver  
things in the air: parachute, helicopter, airplane

### Task C, pages 58 - 63

1. office supplies: pen, paper clip, marker  
things used when eating: spoon, knife, napkin
2. things that cut: scissors, razor, clippers  
things a baby uses: diaper, pacifier, rattle
3. shapes: rectangle, triangle, diamond  
flavors: vanilla, cherry, chocolate
17. tools: wrench, pliers, hammer  
cleaners: detergent, shampoo, cleanser
18. community workers: police officer, nurse, fire fighter  
public transportation: bus, subway, taxi
19. cooking methods: broil, fry, bake  
fabrics: cotton, denim, satin
20. things you pour on food: syrup, tomato sauce, gravy  
grooming things: comb, dental floss, nail file

21. school levels: junior, sophomore, senior  
swimming strokes: butterfly, crawl, backstroke
22. horse riding equipment: bridle, reins, saddle  
car parts: brake, clutch, air filter
23. hairstyles: bun, braid, ponytail  
things animals build: nest, web, beaver dam
24. officials: umpire, judge, referee  
entertainers: singer, dancer, actor

**Task D, pages 64 - 66**

1. 1, 2 - 8,9
2. 5, 6 - 17, 18
3. 0, 1 - 99, 100
4. 40, 60 - 100, 200
5. 400, 700 - 15, 19
6. 3, 5 - 17, 19
7. 47, 87 - 16, 36
8. 19, 91 - 47, 74
9. 1,000, 6,000 - 300, 700
10. 10, 20, 30 - 2, 4
11. 10, 20 - 22, 33, 66
12. 100, 200, 300 - 50, 60
13. 20, 25, 30 - 45, 55
14. 30, 31, 32 - 64, 65
15. 17, 37, 47 - 19, 29
16. 12, 24, 48 - 30, 60
17. 1,700, 1,800, 1,900 - 14, 15
18. 200, 500 - 1,000, 2,000, 4,000
19. 25, 50, 75 - 11, 22, 33
20. 1, 2, 3 - 10, 11, 12
21. 4, 6, 8 - 1, 3, 5
22. 5, 10, 15, 20 - 22, 44
23. 5, 7, 9 - 8, 10, 12
24. 5, 15, 25 - 6, 16, 26
25. 6, 60, 600 - 8, 80, 800, 8000
26. 1, 3, 5, 7 - 200, 400, 600
27. 17, 71 - 68, 86 - 29, 92

**Task E, pages 67 - 71**

1. peg: reasons some people don't like winter  
  
cold weather; darker, shorter days; not enough exercise; extra clothing
2. peg: things to do to prevent skateboarding injuries  
  
skate away from traffic, wear elbow and knee pads, wear a helmet
3. peg: foods for pet birds

- bird seed, water, apples, watermelon, hard-boiled eggs, macaroni, spaghetti
4. peg: things students should do  
  
keep feet still, be kind to others  
  
peg: things students shouldn't do  
  
talk too loudly, interrupt others
  5. peg: pros for loafers  
  
easy to put on, wear with all types of clothing, cost less  
  
peg: pros for boots  
  
look better, keep feet warmer
  6. peg: healthy snacks  
  
apple, popcorn or rice cakes, glass of water  
  
peg: unhealthy snacks  
  
potato chips, cookies or candy, soda
  7. peg: everyday sounds dogs alert owners to  
  
doorbell, oven buzzer, telephone, crying baby  
  
peg: danger signals dogs alert owners to  
  
smoke alarms, sirens
  8. peg: positive traits of left-handers  
  
excel in occupations like physics, engineering, and art; better than average in sports like fencing, tennis and boxing  
  
peg: negative traits of left-handers  
  
more prone to accidents and injuries, more likely to have allergies and asthma
  9. peg: words from Italian  
  
macaroni, opera

- peg: words from Mexican  
  
tomato, chocolate
- peg: words from African  
  
tangerine, canary
- peg: words from Native American  
  
raccoon, hickory, hammock

**Task F, pages 72 - 75**

1. Flowers need rain.
2. The rabbit is red.
3. The nails are made of cotton.
4. In my dream, I found a quarter.
5. I cut my shirt.
6. Sew a bead on the blanket.
7. Did the carrot land?
8. I fed the bear with a spoon.
9. Spread the jelly on the book.
10. The goat eats socks.
11. Paint your elbow yellow.
12. The majorette can twirl a crutch.
13. I like scrambled egg pie.
14. Flip over the slippers.
15. The shell has blue eyes.
16. I dropped a box of bees on my feet.
17. Tie a ring around the rain.
18. Sing to the coat or it will cry.
19. Did the tick buy the bucket?
20. Don't drop your heart in the creek.
21. The house makes me sneeze in June.
22. The ant will leap in the car.
23. Tug the bear on the shoulder.
24. The green ground will sparkle.
25. The fox can bake a flag.
26. The chicken has long teeth.
27. The rocks sleep at recess.
28. Did the cap hop on your knee?
29. There's a fly in the sink in the tent.
30. The woman will comb her cheek with a pen.
31. The nurse will sew or shake the water.
32. The snake is happy to wear his watch.
33. Point to the ape on the corner that has binoculars.
34. I cut the rug with scissors during the cold hurricane.
35. Don't bend the brush when you jump in the cake.

36. On Monday I put a sponge on my chair for my birthday.
37. The lazy old monkey likes to pinch bread.
38. Wash the truck and teach the cranky baby.

**Task G**, page 76

1. California, Oregon, Washington
2. September, October, December
3. Colorado, Arizona, New Mexico, Utah
4. soprano, tenor, alto, bass
5. Huron, Ontario, Michigan, Erie, Superior
6. red, orange, yellow, green, blue, indigo, violet
7. proton, electron, neutron, shell
8. self-contained underwater breathing apparatus

**Task H**, pages 77 - 80

Answers will vary.

**Task I**, pages 82 - 85

1. right, left
2. February
3. 32 degrees, yes
4. e, /bok/
5. go, on a yellow light, yes
6. yes, bad weather is coming
7. back, turn them forward 1 hour
8. one, three
9. two, no
10. three, six
11. yes, The dog lay down on my bed.
12. raise her head, yes
13. afternoon, dark, 1 P.M.
14. four; January, March, May, July, August, October, December; 29
15. no; when it comes after C or sounds like A; yes

**Task J**, 86 - 88

1. blue
2. Daycember
3. June
4. seven
5. Ms. Walker
6. two, Dr. McGrew
7. pats, son
8. Baltimore, 8:44
9. Door, Light
10. Cedar
11. bread, milk, rice
12. Mrs. Jones
13. red light, right, stop

page 88 - Answers are within stimulus items on pages 86 - 87.

**Task K**, page 89

1. North, East, South, West
2. multiply, divide, add, subtract
3. E, G, B, D, F
4. Antarctic Ocean, Indian Ocean, Atlantic Ocean, Pacific Ocean, Arctic Ocean
5. Washington, Adams, Jefferson, Madison, Monroe
6. comets, sun, asteroids, planets, meteors
7. North America, South America, Europe, Asia, Australia, Africa, Antarctica
8. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto

**Tasks L and M**, pages 90 - 95

page 91 - Answers will vary.

page 92 - Answers are within stimulus items on page 90.

page 95 - Answers are within stimulus items on pages 93-94.

**Task N**, pages 96 - 100

Answers are on task pages.

**Task O**, pages 101 - 102

Answers are within stimulus items.

**Task P**, pages 104 - 105

Answers are on task pages.

**Task Q**, pages 106 - 107

1. need to restock shelves; begin with aisle two; put out beans, corn and applesauce; soup and tea on next aisle; check jam and jelly on aisle five
2. people think seagulls live near the sea; some do, some live inland; gulls are scavengers, eating even garbage
3. new bagel store across the street; sell bagels, cream cheese, coffee and juice; cinnamon raisin and blueberry bagels are sweet; garlic and onion bagels are spicy; coffee fifty cents; free refill if you buy a mug
4. our lives different from grandparents'; we have electricity, hot water, cars and telephones; some say we're lucky, some miss the good old days

5. phone directories have lots of information; names and numbers; how to get phone turned on and fixed; how to use a calling card; how to call a foreign country; how to sort for recycling; postal ZIP codes
6. hot air is light and rises; cold air is heavy and sinks; hot air leaves empty space; cold air moves in, making wind
7. waterfalls created by water moving over rock; most found near river beginning in hills or mountains; high waterfall sends up spray clouds; can stand under some waterfalls and enjoy spray
8. five or six dreams per night; remember the last one; dream about daily events; some think dreams reveal the future; others say dreams help solve problems; dreams may be the brain's way to sort and store new information
9. front is where two air masses meet; two kinds of fronts, warm and cold; fronts make weather - freezing winds, blizzards, warm winds, rain showers; fronts bring rain and wind which scatters seeds for plants
10. millions of dots blending make TV picture; TV circuits get different signal for each color; circuits shoot color dots onto screen; dots so close together they look like a solid color

**Task R**, pages 108 - 112

Answers on task pages.

**Task S**, pages 113 - 116

1. I. video camera and operator  
II. short scene  
III. actors  
IV. script  
V. costumes  
VI. "Action!"
2. I. large bowl  
A. flour  
B. water  
C. salt  
II. mix  
III. shapes  
IV. 350, 10

3. I. one
  - II. A. marigolds
  - B. zinnias
  - C. petunias
  - D. beans
  - E. corn
- III. perennials
- IV. A. roses
  - B. peonies
  - C. geraniums
4. I. tasty, nutritious
  - II. A. calcium
  - B. riboflavin
  - C. important nutrients
- III. cavities
  - A. cocoa
  - B. calcium
  - C. phosphorus
- IV. A. Children
  - B. calcium
5. I. A. muscle strength
  - B. flexibility
  - C. endurance
- II. A. lift
  - B. push
  - C. pull
- III. A. muscles
  - B. tired
- IV. A. twist
  - B. turn
  - C. bend
- V. lean
  - A. fat, muscle
  - B. physically fit

**Task T**, pages 117 - 121

1. I. Made of ice crystals
  - II. All have 6 sides, but no 2 alike
- III. Can see differences
- IV. Easy way to see
  - A. Catch on black velvet
  - B. Use magnifying glass
2. I. All living things made of cells
  - II. Cells very small
    - A. Can't see with eyes alone
    - B. Need a microscope
  - III. Cells have different sizes and shapes
  - IV. Cells made of living matter
3. I. Wrenches
  - A. Pipe wrenches
  - B. Socket wrenches
  - C. Monkey wrenches
- II. Different sized screwdrivers
  - A. flat-tipped screwdrivers
  - B. Phillips
- III. Pliers
  - A. For electrical work
  - B. For plumbing repairs
- IV. Knives
  - A. Utility
  - B. Putty
4. I. Happens when airway blocked

- II. People choke
  - A. Food
  - B. Objects
- III. Heimlich maneuver steps
  - A. Stand behind person
  - B. Wrap arms around person
  - C. Make a fist
  - D. Place fist below breastbone
  - E. Squeeze other hand over fist in short bursts
5. I. We need variety of foods
  - II. Bread, cereal and pasta group
    - A. Tortillas
    - B. Macaroni
    - C. Rice
  - III. Vegetable group
    - A. Broccoli
    - B. Greens
    - C. Sweet potatoes
  - IV. Fruit group
    - A. Oranges
    - B. Apricots
    - C. Bananas
  - V. Dairy group
    - A. Milk
    - B. Yogurt
    - C. Cottage Cheese
  - VI. Fifth group
    - A. Meat
    - B. Poultry
    - C. Fish
    - D. Dried beans

**Task U**, Pages 122 - 126

1. inside chores: wash dishes, make beds, dust furniture  
outside chores: sweep porch, cut grass, rake leaves
2. 1st: may control body weight  
2nd: lower blood cholesterol  
3rd: energy to get through morning
3. type 1: washer overflows; empty out water in machine  
type 2: flooded basement; shut main water valve  
type 3: leak in ceiling; poke hole in ceiling to drain water
4. excessive talk: students, teacher  
non-speech noises: shuffling of feet, shuffling of papers  
environmental noise: buzzing of lights, hum of overhead projector
5. 1st: Catherine, Mary, Queen Mary I  
2nd: Anne, Elizabeth, Queen Elizabeth I  
3rd: Jane Seymour, Edward, King Edward VI

**Task V**, pages 127 - 129

1. Field cleared; It rained almost every day; Foundation poured; Four walls ; Roof added; Doors and windows added; Family moves in.
2. one-room schoolhouse built; 15 students, grades 1-12 school burned to ground at night  
new brick school built on same spot  
four rooms added for children  
new high school built
3. Jean is born  
Family comes to US  
Family settles in Pittsburgh  
Jean enters school  
Jean enters war  
Jean returns home

**Applying Memory Techniques**

**Task A**, page 132

Answers will vary.

**Tasks B - D**, pages 133 - 138

Answers are on task pages.

**Task E - N**, pages 139 - 159

Use clinician discretion to evaluate answers.

**Task M**, pages 160 - 165

Pet Show, page 160

1. dog
2. 7
3. banana
4. twins
5. spring or summer; clothing

Accident, page 161

1. cat, dog
2. 2; 1
3. glass, fruit
4. STOP sign
5. wallet, insurance papers

Beach, page 162

1. warm and windy; sunny
2. paper over face
3. wading, floating on raft
4. no
5. note

Library, page 163

1. 5
2. no running, no making noise
3. apple
4. spring (March)
5. to tell boys to be quiet

Kitchen, page 164

1. 5:30
2. duck
3. touch the cat's food
4. rice
5. calm her child, talk on the phone,  
fix a meal

Audience, page 165

1. popcorn
2. 4 males, 2 females
3. earrings, bracelets
4. program
5. oldest - sleeping  
youngest - tossing popcorn into his  
mouth