

# SEND Bulletin NO. 10

## The Three Perceptual Channels



**AUDITORY**  
Spoken words, sounds...  
what is **heard** and **said**



**KINESTHETIC**  
Emotions, actions,  
movement, taste, smell...  
what is **felt**



**VISUAL**  
Printed materials, facial  
expressions, body language...  
what is **seen**

## Auditory and Visual Memory.

### Auditory Memory

Auditory memory is the ability to recall information that has been given orally. The information may be retained for a short while (short-term memory), rehearsed and retained for a longer period of time (long-term memory) or retained and recalled in the correct sequence (auditory sequential memory).

Students with difficulties in this area may:

- be unable to retain more than a couple of items of information from a lesson presented orally
- have difficulty recalling information after a period of time, unless given specific visual support strategies
- need to over-learn knowledge concepts and skills
- have difficulty recalling information in the correct sequence
- have visual/spatial strengths (learn better from diagrams, DVDs, demonstrations and other visual materials)
- have a good visual memory (be able to visualise information and present it in the form of mind maps, diagrams, charts, posters, illustrations)
- have kinaesthetic strengths (learn better when actively involved in a lesson through movement and touch).

## Activities to Develop Auditory Memory Skills

### Sequences oral

Recall and share sequences of personal experiences and events. Recall and explain a sequence of activities.

### Sequence songs/games

10 green bottles, my grandmother went to market... (recall sequence of items bought). These can be adapted to include any scenario (eg going to the zoo).

**Memory**

Recall repeating patterns of colours, shapes, numbers, etc, given orally. Students show patterns using different materials/objects.

**Instructions**

Recall and repeat task instructions containing one, two, and then three elements.

**Alphabet**

Recall alphabet sequences (dot to dot, puzzles, name game using pupils' names, find the word using simple word banks).

**Sentences**

Reorganise sentences in the correct sequence, using words and phrases that signal time as cues (first, after that, next, later, finally, etc).

**Songs and rhymes**

Recite/sing action rhymes, songs to aid recall of key learning points.

**Mind maps**

Use mind maps to aid recall of key information and act as a stimulus to rehearse and retain information.

**Stories**

Retell the main events of a story (can use props and scenery as cues). Recall and draw the main events in the story then share with others.

**Flow charts**

Draw flow charts to aid recall of main points relating to fiction/non-fiction texts, instructions, directions, etc.

**Listen and draw**

Listen to descriptions and then draw from memory (can contain two or three elements at first, and then progress to more later).

**Messages**

Recall verbal messages containing one or two elements:

- a) requiring a yes or no reply;
- b) requiring a simple sentence reply.

## **Visual Memory.**

Visual memory is the ability to recall information that has been presented visually. The information may be retained for a short while (short-term memory), rehearsed and retained for a longer period of time (long-term memory), or retained and recalled in the correct sequence (visual sequential memory).

Children who have difficulties in this area may:

- be unable to recall patterns, shapes and designs
- have immature drawing skills (drawings lack detail)
- have problems with learning sight vocabulary and spelling high frequency words
- have difficulty with letter and number orientation
- find reading music difficult
- enjoy using multi-sensory strategies when learning
- use audio methods to aid recall of information
- have strengths in logic, verbal and non-verbal reasoning skills
- have kinaesthetic strengths (learn better when actively involved in a lesson through movement and touch).

## **Activities to develop visual memory skills**

### **Recall features**

Let pupils look at an object and talk about its features, then take the object away. Pupils try to recall as many of the features as possible.

### **Recall details**

Let pupils look at a picture and talk about the details, then take the picture away. Pupils try to recall as many details as possible.

### **Complete the shape**

Show pupils a shape. Give them an incomplete drawing of the same shape; ask pupils to complete the shape from memory.

### **Complete the picture**

Show pupils a simple picture. Give them an incomplete drawing of the same picture; ask pupils to complete picture from memory.

### **What's missing?**

Show pupils a complete picture, then one with items/details missing. Ask them to identify what is missing.

**Kim's game**

Place objects on a tray. Show the objects to pupils for a minute then cover them;

- a) ask pupils to recall as many as possible;
- b) take one object away and ask pupils to identify the missing object (start with very few objects, then increase the number gradually, within capability).

**Recall sequences**

- a) recall a series of three or four coloured shapes;
- b) recall a series of three or four everyday pictorial sequences;
- c) recall a pictorial story sequence;
- d) recall alphabet and/or number sequences using magnetic letters and/or numerals.

**Cause and effect**

Sequence cause and effect pictures relating to everyday experiences.

**What happens next? (prediction)**

Complete pictorial action sequences related to everyday situations, story sequences, etc.

**Visual memory spelling games**

Use board games such as snakes and ladders; pupils spell words correctly in order to move around board (e.g. they can move three spaces for three letter word, etc.).

**Pelmanism**

This game can be played on various levels using pictorial cards (shapes, letters, numerals and objects) or using words (nouns, verbs, adjectives, etc.).

If you have any particular items you would like information on or any interesting information or resources which you would like to share with your colleagues via this fortnightly bulletin please e-mail them to me:

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Many thanks Anne