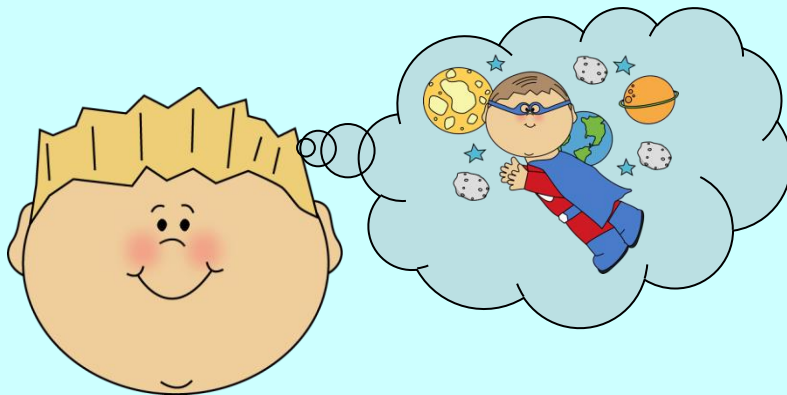


# Memory Strategies

## Visual Cues

Emily Richardson, M.S., CCC-SLP 2014

{thespeechpathforkids.com}



3 different sizes of visual cue cards

Strategies include:

- ID the Key
- Rehearse
- Link
- Paraphrase
- Chunk
- Visualize
- List
- Drawing

Graphics by Creative Clips & My Cute Graphics

# **ID the Key**

Find out what is most important



[thespeechpathforkids.com](http://thespeechpathforkids.com)

# **Rehearse**

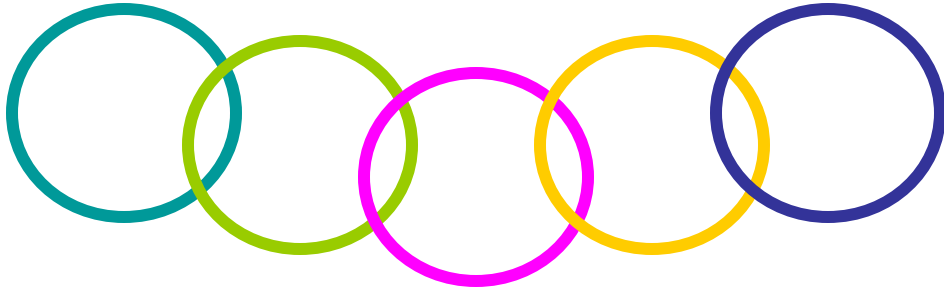
Repeat over and over and over and over



[thespeechpathforkids.com](http://thespeechpathforkids.com)

# Link

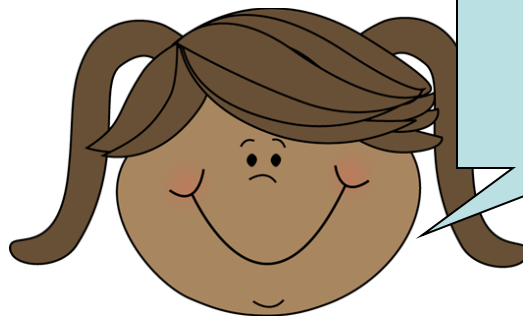
Connect to other ideas



thespeechpathforkids.com

# Paraphrase

Use other words to say it a different way



XXXXXX  
YYYYYY  
ZZZZZZ

thespeechpathforkids.com

# Chunk

Break apart into small groups

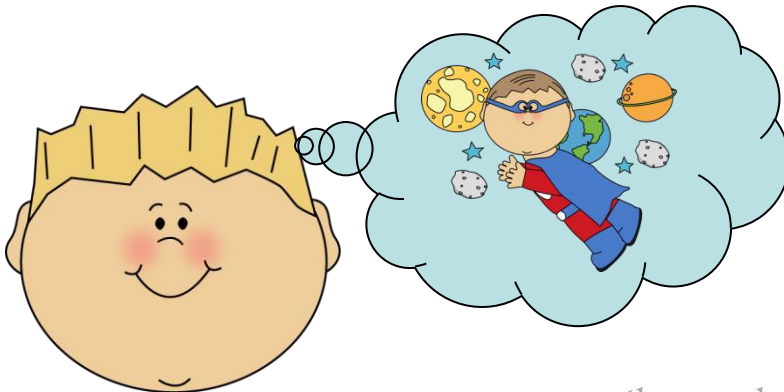
9803435835

980 - 343 - 5835

[thespeechpathforkids.com](http://thespeechpathforkids.com)

# Visualize

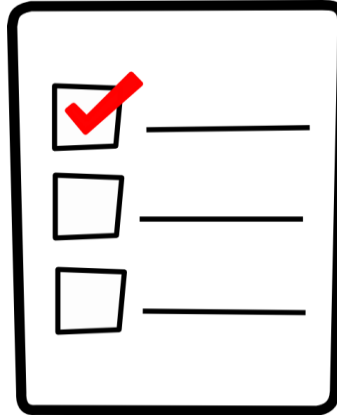
Draw a picture in my mind



[thespeechpathforkids.com](http://thespeechpathforkids.com)

# List

Make a list and check it twice

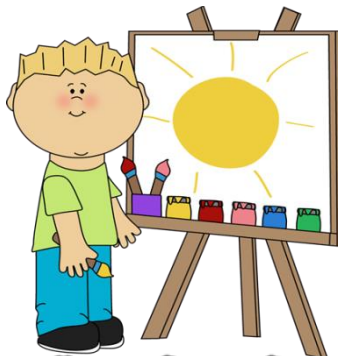


\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

[thespeechpathforkids.com](http://thespeechpathforkids.com)

# Drawing

Tracing, writing, & drawing to connect to the meaning



[thespeechpathforkids.com](http://thespeechpathforkids.com)

# ID the Key

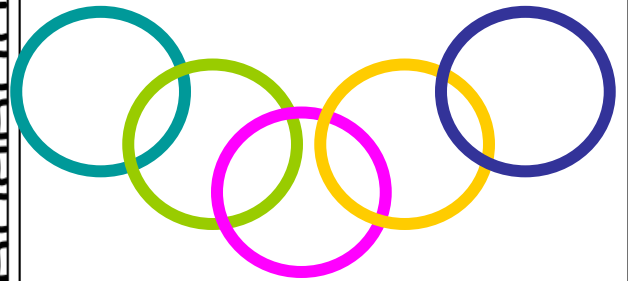
Find out what is most important



thespeechpathforkids.com

# Link

Connect to other ideas



thespeechpathforkids.com

# Rehearse

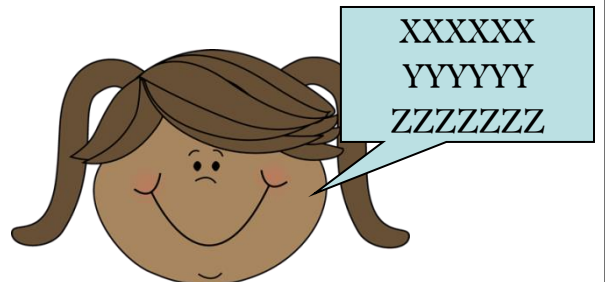
Repeat over and over and  
over and over



thespeechpathforkids.com

# Paraphrase

Use other words to say it  
a different way



thespeechpathforkids.com

# Chunk

Break apart into small groups

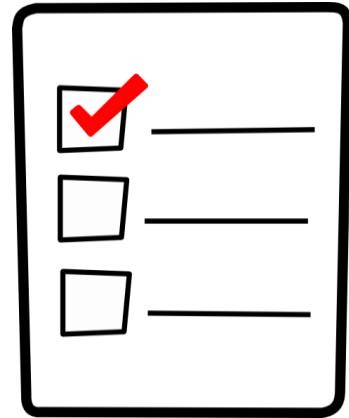
9803435835

980 - 343 - 5835

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# List

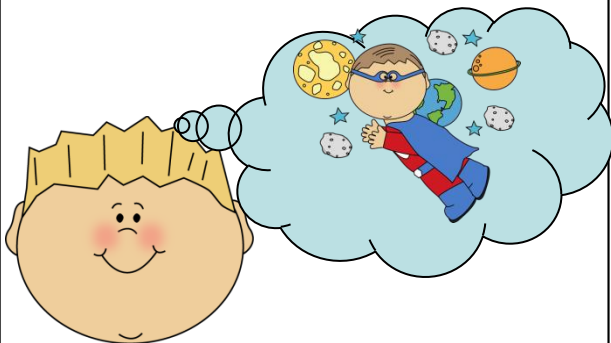
Make a list and check it twice



[thespeechpathforkids.com](http://thespeechpathforkids.com)

# Visualize

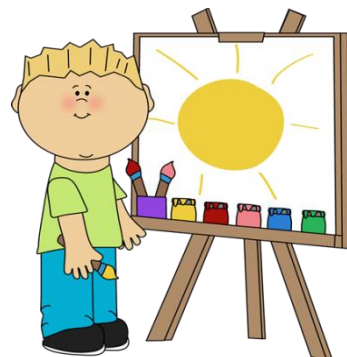
Draw a picture in my mind



[thespeechpathforkids.com](http://thespeechpathforkids.com)

# Drawing

Tracing, writing, & drawing to connect to the meaning



[thespeechpathforkids.com](http://thespeechpathforkids.com)

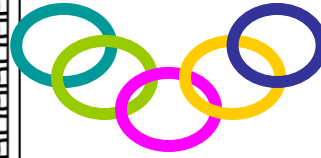
# ID the Key



Find out  
what is most  
important

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# Link



Connect  
to other  
ideas

[thespeechpathforkids.com](http://thespeechpathforkids.com)

# Chunk

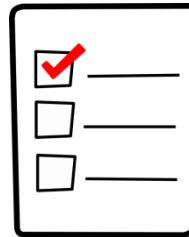
Break apart  
into small  
groups

9803435835

980 - 343 - 5835

[thespeechpathforkids.com](http://thespeechpathforkids.com)

# List



Make a list  
and check it  
twice

[thespeechpathforkids.com](http://thespeechpathforkids.com)

# Rehearse



Repeat over  
and over  
and over  
and over

[thespeechpathforkids.com](http://thespeechpathforkids.com)

# Paraphrase



XXXXX  
YYYYY  
ZZZZZ

Use other  
words to  
say it  
differently

[thespeechpathforkids.com](http://thespeechpathforkids.com)

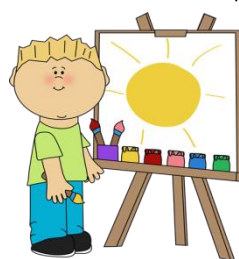
# Visualize



Draw a  
picture in  
my mind

[thespeechpathforkids.com](http://thespeechpathforkids.com)

# Drawing



Tracing, writing,  
& drawing to  
connect to the  
meaning

[thespeechpathforkids.com](http://thespeechpathforkids.com)



# Memory Strategies

## Visual Cues

Emily Richardson, M.S., CCC-SLP 2014

{[thespeechpathforkids.com](http://thespeechpathforkids.com)}

When teaching language skills, I have found that I use these eight memory strategies the most: ID the Key, Rehearse, Link, Paraphrase, Chunk, Visualize, List, and Draw. (I include color coding, tracing, writing, drawing pictures into the "drawing" strategy) I make an effort to incorporate the vocabulary and concepts of these memory strategies into every activity and lesson. The repetition makes a difference!

There are three versions: half page, quarter page, and all eight to a page. I like having them all on one page when sending home or including in their journals, but the larger sizes are nice for teaching. When I am pushing in to classes, I slip the full page into a sturdy page protector and have them all available to reference.

I made it printer friendly, thinking you could print onto color paper that matches the color scheme in your therapy room. Check out the post on my blog for more information about this resource! Emily