

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.

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

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

office supplies

pen

paper clip

marker

things used when eating

spoon

knife

napkin

2. scissors
pacifier
clippers

- diaper
razor
rattle

3. rectangle
vanilla
triangle

- diamond
cherry
chocolate

4. ring
inner tube
mat

- wheel
rug
carpet

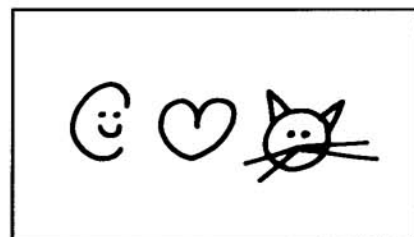
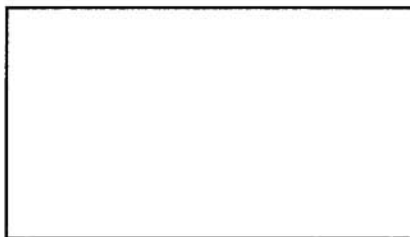
I.E.P. Goal: The client will chunk information into categories and think of an appropriate memory peg for each group, with 90% or greater accuracy.

Using Aids to Remember

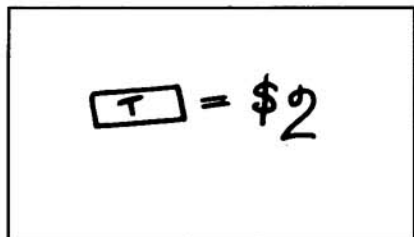
Task N: Using Pictures and Symbols to Remember Information

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.

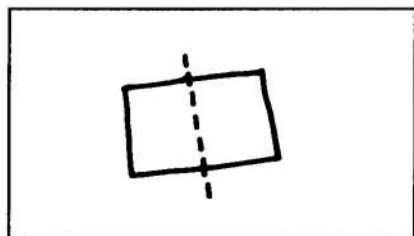
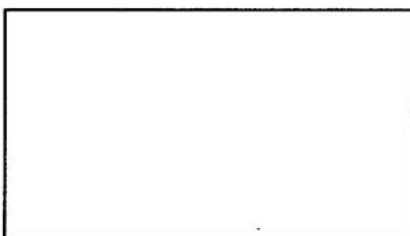
1. Carlos loves cats.



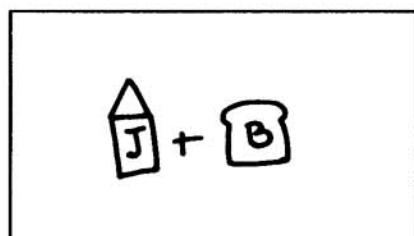
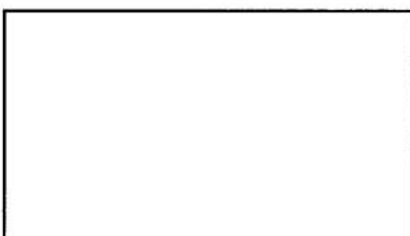
2. The tickets cost \$2 each.



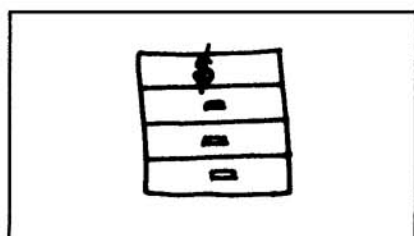
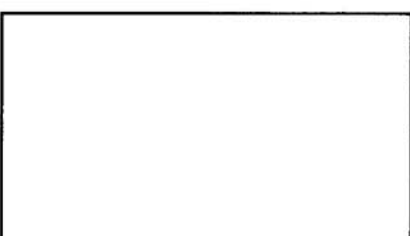
3. Fold your paper in half.



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.

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.

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.