

## Skill Development Activity: Improving MEMORY SKILLS

### Activities:

- Select an ASL or English text that is approximately 3-4 minutes in length and analyze the text for meaning. Create an outline or mapping/webbing of the text that distinguishes the main ideas from the supporting detail. Re-tell the text in the same language as it originated using only the mapping or outline. (***Mind-Mapping***, by Michael Gelb, an audiotope program available through Nightengale Conant company, 7300 North Lehigh Ave., Niles, Illinois, 60714, 1-800-323-5552. This 12- part audiotope program teaches how to analyze and plan texts for meaning and how to map ideas for easy recall.) Then, identify all the elements of the text that would require attention if you were to interpret the into a different target language (for example, if the text originated in English, what would you need to consider if you were to put it into ASL.) Re-map/web the text incorporating the special considerations. Then, retell the text in the target language. Then interpret the text. Tape yourself interpreting the text and evaluate the amount of information that was omitted. Repeat the entire process with a variety of ASL and English texts, making sure to map/web the text from both the source and target language orientation before interpreting the text. The mapping process helps to peg information and to identify key words and concepts. This process enhances memory functions and recall. Increase the length of the texts as you become more comfortable with the process.
- Go to an educational supplies store (see the yellow pages of your phone book) and purchase exercises used by teacher's to enhance prediction, cloze, and critical thinking skills. These supply stores have workbooks that require the student to follow a series of visual and/or auditory directions, each task requiring recall of information from the previous task. These materials also include exercises in drawing conclusions, inference, and cloze connections (where you try and figure out information that is missing from a text based on the context surrounding the missing information. These activities are useful in expanding your use of long-term and short-term memory functions.
- The public library carries a variety of books related to memory skill enhancement. There is a book called ***Mega Memory***, by Kevin Trudeau that introduces about fourteen memory exercises that can help improve memory skills. This book is also available as an audiotope program and is available from the Nightengale Conant company, 7300 North Lehigh Ave., Niles, Illinois, 60714, 1-800-323-5552. The most useful strategies taught within the program are the pegging, chaining, linking, and chunking techniques.
- Create audiotapes of NPR programs or documentaries on the PBS-TV station, or borrow some of the books on tape/ tapes for the blind from your public library. Listen to fifteen seconds of one of the programs, and then stop the tape. Write down the major concepts or words which occurred- in the order they occurred. Replay the 15 seconds of text and check your accuracy. Repeat the process in 15 second intervals until you become comfortable with the process. Do the same activity, increasing the time increments by 5 seconds up to 30 seconds. Do not jump from one length to the next until you are comfortable with the length you are working on. Once you have successfully worked up to 30 seconds, repeat the process of writing down key elements of a text WITHOUT stopping the tape. Do not start writing down key words or concepts until you are about 5 seconds into the text. Then, continue recording the information simultaneously while listening to the information. This activity will enhance/ increase your dual tasking abilities. Repeat the process, only produce ASL renditions of the key concepts, versus writing down the information. Again, increase the length of chunk of text you are working with, incrementally, from 5 seconds to 30 seconds.

You can do this process in entirety with ASL texts as well. Begin with shorter texts and eventually increase the length of the texts, first writing down the key concepts and ideas on paper with icons/ pictures/ symbols, and eventually interpreting them into spoken English. Again, increase the length of the chunk of the text you work with, incrementally, from 5 to 30 seconds.

## Resources:

**ASL Storytime**, from the Department of Sign Language and Interpretation at Gallaudet University. The series has 8 tapes, each containing 6-8 stories that a broad variety of ASL features. Available on YouTube.

Volume 1: <https://www.youtube.com/watch?v=HLxddLdxBOw>

Volume 2: <https://www.youtube.com/watch?v=wAGx5CXgmTU>

Volume 3: <https://www.youtube.com/watch?v=Xqx4wCZoCMU>

**NOTE:** These stories are good for practice of many ASL features so use them with other instructional sheets in addition to this one!

**NCIEC TerpTalks-** A series of ASL and English texts available online for practice interpreting. There is no charge for accessing these materials, although you may be required to register to access. Topics are diverse as are speakers. Go to <http://www.interpretereducation.org/tim/terptalks/browse/>

**Interpreter Practice Materials** Tapes from Sign Media- 1-800-475-4756 or [www.signmedia.com](http://www.signmedia.com). Set of 33 tapes- 12 simultaneous texts, 12 consecutive texts, 7 one to one situations, and 2 small group. Six ASL tapes and six English texts. Excellent for individual, study group, or classroom skill development exercises. May be available for use from your local interpreter education program or through your public library. If the library does not have them, request that they purchase them for community use.