

A Practical Guide for the Teaching of Literacy to Adults With Learning Difficulties

Part X

MAY 2002

A Practical Guide for the Teaching of Literacy to Adults With Learning Difficulties

Diagnosis and Intervention Strategies

**X — Cognitive Field
Module: Memory**

MAY 2002

Direction de la formation générale des adultes

English version

Direction de la production en langue anglaise
Services à la communauté anglophone
Ministère de l'Éducation du Québec

Educational institutions are authorized to reproduce this document, in whole or in part, as needed. If it is reproduced for sale, the sale price must not exceed the cost of reproduction.

© Gouvernement du Québec
Ministère de l'Éducation, 2002—02-00357

ISBN: 2-550-39382-1

Legal Deposit – Bibliothèque nationale du Québec, 2002

TABLE OF CONTENTS

Page

INTRODUCTION	1
1. Does the adult learner have a good:	
1.1. visual memory?	2
1.2. auditory memory?	4
1.3. tactile memory?	5
1.4. kinesthetic memory?	6
2. In learning situations, does the adult learner use:	
2.1. visual memory?	7
2.2. auditory memory?	9
2.3. tactile memory?	10
2.4. kinesthetic memory?	11
3. Does the adult learner have a good:	
3.1. short-term (immediate) visual memory?	12
3.2. long-term visual memory?	13
4. Does the adult learner have a good visual memory:	
4.1. without recall clues?	14
4.2. with recall clues?	15

5.	Does the adult learner demonstrate strategies:	
5.1.	for encoding visual information?	16
5.2.	for recalling visual information?	17
6.	Does the adult learner have a good:	
6.1.	short-term (immediate) auditory memory?	18
6.2.	long-term auditory memory?	19
7.	Does the adult learner have a good auditory memory:	
7.1.	without recall clues?	20
7.2.	with recall clues?	21
8.	Does the adult learner demonstrate strategies:	
8.1.	for encoding auditory information?	22
8.2.	for recalling auditory information?	23
9.	Does the adult learner have a good:	
9.1.	short-term (immediate) tactile memory?	24
9.2.	long-term tactile memory?	25
10.	Does the adult learner have a good tactile memory:	
10.1.	without recall clues?	26
10.2.	with recall clues?	27

11.	Does the adult learner demonstrate strategies:	
11.1.	for encoding tactile information?	28
11.2.	for recalling tactile information?	29
12.	Does the adult learner have a good:	
12.1.	short-term (immediate) kinesthetic memory?	30
12.2.	long-term kinesthetic memory?	31
13.	Does the adult learner have a good kinesthetic memory:	
13.1.	without recall clues?	32
13.2.	with recall clues?	33
14.	Does the adult learner demonstrate strategies:	
14.1.	for encoding kinesthetic information?	34
14.2.	for recalling kinesthetic information?	35
	BIBLIOGRAPHY	37

X—COGNITIVE FIELD

MODULE: MEMORY

INTRODUCTION

“The cognitive field includes the cognitive skills that make learning possible. The existence of learning problems indicates a strong possibility of deficiencies at the cognitive level; if there is dysfunction at the level of cognitive skills, there is a strong likelihood of learning problems.”¹

As this passage makes clear, cognitive skills have a major impact on learning. Skills such as attention, language, perception, memory as well as planning and executing tasks are a part of daily, ongoing learning, and are all directly related to learning basic subjects. During workshops, it is important to encourage adult learners to speak, to think, to use their memory and attention span, and so on.

Although the development of cognitive skills is an ongoing process, specific activities and exercises can help foster these skills. It is important to present the adult learners with the objectives of each activity or exercise, to help them make the connection between cognitive skills and learning and to repeat these activities or exercises as often as possible.

Activities should be varied in order to stimulate different cognitive skills. Special attention should also be paid to the immediate environment (the organization of physical space), to the ground rules established within the group, to the kinds of work habits being fostered among the adult learners, and so on. Organize workshops in such a way as to encourage participation, responsibility, cooperation and mutual assistance—remember, interaction and the development of cognitive skills go hand in hand.

In short, the suggested intervention strategies for the various aspects of the cognitive field are designed to incite adult learners to interact, not only with the other members of the group, but also with the specific object of learning (a text to read, a problem to solve, etc.). This way, the adult learners’ efforts to grasp the object of learning—through mastery of the necessary cognitive skills—will shed new light on the object of learning, enabling them to gradually understand the purpose of the activity and to successfully complete it.

¹ Translated from J. Jasmin, *Guide d’utilisation de la grille de dépistage de problèmes d’apprentissage chez les adultes* (Montréal: Commission des écoles catholiques de Montréal, 1990).

COGNITIVE FIELD

MEMORY

1. Does the adult learner have a good:
 - 1.1. visual memory?

YES: The adult learner has a good visual memory.

NO: The adult learner has trouble remembering what he or she has seen.

SUGGESTED INTERVENTIONS

- Explain to the adult learner how memory works, what it is composed of and how most people's memory can be trained and stimulated at any age and in any circumstances. Do not claim that everyone can develop their memory, because some people have insurmountable neurological disorders.
- Describe to the adult learner how visual memory works and be specific about what can enhance an individual's capacity to memorize—namely, attentiveness, observation and practice; explain that an individual can “learn to see” by developing a habit of forming mental images of objects seen.

SUGGESTED INTERVENTIONS (cont.)

- Use everyday situations to encourage the development of visual memory, by, for example, having the adult learner:
 - ◇ describe a room in his or her apartment or a familiar room in the training centre, such as the cafeteria
 - ◇ list the stores on a familiar route
 - ◇ describe the house across the street from his or her home

- Create situations in class that encourage the adult learner to develop visual memory, by, for example:
 - ◇ changing a decorative element in the classroom and asking the adult learner to spot the change
 - ◇ displaying a series of objects in the classroom for a period of time, then removing one each day and having the adult learner identify the missing object
 - ◇ having the adult learner describe the clothing of a person who has just left the room

- Encourage the adult learner to take part in activities involving various educational games available on the market.

Carefully explain the objectives of such activities.

1.	Does the adult learner have a good:	
1.2.	auditory memory?	
YES:	The adult learner has a good auditory memory.	NO: The adult learner has trouble remembering what he or she has heard.

SUGGESTED INTERVENTIONS

- Explain to the adult learner how memory works, what it is composed of and how most people's memory can be trained and stimulated at any age and in any circumstances. The reservations expressed in section 1.1 apply here.
- Describe to the adult learner how auditory memory works and what can enhance an individual's capacity to memorize—namely, attentiveness, observation and practice; explain that an individual can “learn to hear” by developing a habit of creating auditory mental representations of things heard. See *Destination Literacy: Identifying and Teaching Adults With Learning Disabilities* (page 166).
- Play “the telephone game.”
- Suggest the performance of a task that requires the adult learner to obtain auditory information, such as asking for information in another class, listening to a message or answering questions.
- Read a story out loud, emphasizing certain elements that the learners will be asked to identify; ask questions about these elements.
- Encourage the learners to take part in activities involving various educational games available on the market (for example, the card game *Go Fish*).
- Carefully explain the objectives of such activities.

1.	Does the adult learner have a good:
1.3.	tactile memory?
YES:	The adult learner has a good tactile memory.
NO:	The adult learner has trouble remembering what he or she has touched.

SUGGESTED INTERVENTIONS

- Explain to the adult learner that tactile memory also plays a role in learning.
- Present various objects, textures and shapes that the adult learner can touch.
- Describe these objects, textures and shapes as the adult learner touches them.

1.	Does the adult learner have a good:
1.4.	kinesthetic memory?
YES:	The adult learner has a good kinesthetic memory.
NO:	The adult learner has difficulty remembering gestures or movements that have been performed.

SUGGESTED INTERVENTIONS

- Describe to the adult learner the direction of the movements involved in forming letters or geometric shapes.

2.	In learning situations, does the adult learner use:	
2.1.	visual memory?	
YES:	The adult learner uses visual memory for learning.	NO: The adult learner does not use visual memory for learning.

SUGGESTED INTERVENTIONS

- Be sure to use concrete language so as to help the learner experience visual representations.
- Review the interventions suggested in section 9.1.2 of the “English (Reading)” module regarding errors related to problems in visual discrimination.
- Show the adult learner how to arrange information that is to be remembered, by establishing categories and making associations.
- Help the adult learner develop very “visual” procedures for arranging, organizing and classifying information: colours, tables, columns, networks, etc.
- Develop the habit of using illustrations that make information easier to understand and remember.
- Teach the adult learners how to “take pictures” of words through the use of effective clues. According to Giasson and Thériault (1983), “the most important clue when trying to distinguish between words is the order of the letters in these words” (free translation, p. 219).
- Teach the learners how to spot orthographic difficulties and to flag them by using “visual” aids such as colour.

SUGGESTED INTERVENTIONS (cont.)

- Suggest study habits that involve the use of visual memory. For example, propose that the learners:
 - ◇ observe a word and note its particular characteristics and difficulties, then close their eyes and attempt to visualize a “photograph” of the word
 - ◇ take the time to consider what the particular difficulties are likely to be before starting to study
 - ◇ group words based on the difficulties they present, either into columns or by colour
 - ◇ write the words several times

- Encourage the learners to come up with other “visual” aids that make learning easier.

2.	In learning situations, does the adult learner use:	
2.2.	auditory memory?	
YES:	The adult learner uses auditory memory for learning.	NO: The adult learner does not use auditory memory for learning.

SUGGESTED INTERVENTIONS

- Be sure to speak slowly, repeat things frequently and use concrete language.
- Provide the essential information without adding superfluous details.
- Review the interventions suggested in section 9.1.1 of the “English (Reading)” module regarding errors related to problems in auditory discrimination.
- Use recordings that the adult learners can listen to as often as necessary.
- Exaggerate the pronunciation of words in order to help the learners concentrate on the auditory signs.
- Have the adult learners do orthographic exercises out loud: spelling, expression of difficulties, verb endings.
- Suggest amusing or memorably absurd mnemonic aids and repeat them regularly.
- Provide the adult learners with strategies for creating original mnemonic aids, such as:
 - ◇ finding a small word inside a large one
 - ◇ thinking of an amusing phrase and inserting into it the word being studied
 - ◇ pronouncing words in an exaggerated way by uttering each sound separately
 - ◇ identifying associative links with the word, as in:
 - “A cultured horticulturist cultivates cultivated gardens.”
 - “Desserts are super scrumptious.”
 - “Deserts are composed of sand.”

2.	In learning situations, does the adult learner use:
2.3.	tactile memory?
YES:	The adult learner uses tactile memory for learning.
NO:	The adult learner does not use tactile memory for learning.

SUGGESTED INTERVENTIONS

- Have the adult learners touch various objects, textures and shapes to learn new concepts.
- Fill containers with water that is at different temperatures and have the learners touch the water to learn about the concepts of hot and cold.
- Ask the adult learners to trace, on top of a word that has already been written, the difficult portions of this word, or the entire word, by pressing down hard with a pencil.

2. 2.4.	In learning situations, does the adult learner use: kinesthetic memory?	
YES:	The adult learner uses kinesthetic memory for learning.	NO: The adult learner does not use kinesthetic memory for learning.

SUGGESTED INTERVENTIONS

- Have the learners trace letters or words in the air.
- Have the learners mime a story.
- Suggest that the adult learners mime scenes to learn the vocabulary associated with emotions.
- Give the adult learners an opportunity to assess the weight of various objects by handling them, so as to learn the concepts associated with weight.

3.	Does the adult learner have a good:	
3.1.	short-term (immediate) visual memory?	
YES:	The adult learner has a good short-term visual memory.	NO: The adult learner does not use short-term visual memory.

SUGGESTED INTERVENTIONS

- Explain to the adult learners how short-term memory works and describe some of its characteristics:
 - ◇ It functions automatically.
 - ◇ It is easily disturbed by interference, unless this interference is related to current mental activity.
 - ◇ It requires exercise to develop and improve.
 - ◇ It is aided by concentration, grouping, associations and meaning.
- Suggest various short exercises that can help the adult learners improve their visual memory. For example, present:
 - ◇ a series of three, four, five or more numbers at the rate of one per second and have the adult learners repeat them
 - ◇ a telephone number and have the adult learners repeat it
 - ◇ the letters of an acronym and have the adult learners recall them, emphasizing how attaching meaning to information can aid memory. For example, the acronym for the term Social Insurance Number is easier to remember if read as the word SIN rather than as the separate letters S.I.N.
 - ◇ a series of three, four, five or more words and have the adult learners recall them, emphasizing how making associations between certain words or grouping them together can make it easier to remember the series
- Repeat this kind of short exercise regularly during daily learning activities.
- Encourage the adult learner to repeat this kind of short exercise with friends on a daily basis.

3. 3.2.	Does the adult learner have a good: long-term visual memory?	
YES:	The adult learner's long-term visual memory is good. In other words, learning is consolidated, and the learner remembers what he or she has learned for a long time.	NO: The adult learner does not use long-term memory.

SUGGESTED INTERVENTIONS

- Explain to the adult learners how long-term memory works and describe some of its characteristics:
 - ◇ It is unlimited.
 - ◇ It is aided by repetition and overlearning.
 - ◇ It requires organization, detailed information and links between various elements.
 - ◇ It is influenced by feelings and emotions.
- Reuse, at regular but sufficiently long intervals, the interventions suggested thus far for visual memory and question the adult learners about increasingly precise visual details.
- Encourage the adult learners to quiz each other in the same way, turning it into a game.
- Create a list of these questions and return to them regularly, turning this activity into a kind of ritual.

4.	Does the adult learner have a good visual memory:	
4.1.	without recall clues?	
YES:	The adult learner has a good visual memory and does not have to be provided with recall clues, but rather uses personal codes.	NO: The adult learner cannot remember what he or she has learned unless provided with recall clues and either chooses not to use his or her visual memory or does not know how to use it.

SUGGESTED INTERVENTIONS

- Encourage the learners to relax, because visual memories emerge more easily when a person is calm.
- Explain to the adult learners what recall clues and retrieval strategies are, and how they can enhance memory.
- During exercises such as those proposed above, help the adult learner identify recall clues. For example:
 - ◇ Pay attention to associations that come to mind when attempting to recall information.
 - ◇ Pay attention to mental images that emerge when attempting to recall visual information.
 - ◇ Evoke colours, shapes, etc.
 - ◇ Try to recall an element from the situation or the ambiance at the time.
- Describe to the adult learners one's own reactions to the reception of visual messages.

4.	Does the adult learner have a good visual memory:	
4.2.	with recall clues?	
YES:	The adult learner has a good visual memory with recall clues.	NO: The adult learner cannot remember what he or she has learned visually, even if recall clues are provided.

SUGGESTED INTERVENTIONS

- Review the interventions suggested in section 4.1 and suggest one or more recall clues.
- Propose multiple-choice questions containing clues the adult learner can identify.
- Have the adult learner describe his or her thoughts when recalling visual information by means of a clue.

5.	Does the adult learner demonstrate strategies:	
5.1.	for encoding visual information?	
YES:	The adult learner uses personal strategies for storing visual information.	NO: The adult learner does not use strategies for storing visual information.

SUGGESTED INTERVENTIONS

- Review the information about how visual memory functions provided in sections 1 and 2.
- Emphasize the conditions required for the storage of visual information, such as:
 - ◇ creating a situation that facilitates effective observation by promoting relaxation, regular practice, understanding, attentiveness and concentration
 - ◇ using encoding strategies: repetition, associations, oppositions, classification, groupings, mnemonic procedures, mental images
- Regularly remind the adult learner that these conditions have to be met as fully as possible for more effective learning.

5.	Does the adult learner demonstrate strategies:	
5.2.	for recalling visual information?	
YES:	The adult learner uses personal strategies for recalling stored visual information.	NO: The adult learner does not use strategies for recalling stored visual information.

SUGGESTED INTERVENTIONS

- Review the information about how visual memory functions provided in sections 1 and 2.
- Help the adult learner set modest short-term objectives and devise a strategy for solving a particular problem.
- Emphasize the necessity of adopting a healthy lifestyle to improve memory: sleep, relaxation and breathing, cardiovascular fitness, diet, positive attitude toward life, etc.
- Review the examples of recall clues provided in section 4 and encourage the adult learner to use them in everyday situations.
- Have the adult learner describe his or her thoughts when using a clue to retrieve a particular piece of visual information.

6.	Does the adult learner have a good:	
6.1.	short-term (immediate) auditory memory?	
YES:	The adult learner has a good short-term auditory memory.	NO: The adult learner does not use his or her short-term auditory memory.

SUGGESTED INTERVENTIONS

- Review the interventions suggested in section 3.1.

6. 6.2.	Does the adult learner have a good: long-term auditory memory?
YES: The adult learner's long-term auditory memory is good. In other words, learning is consolidated and the learner remembers what he or she has learned for a long time.	NO: The adult learner does not use his or her long-term auditory memory.

SUGGESTED INTERVENTIONS

- Review the interventions suggested in section 3.2.

7. 7.1.	Does the adult learner have a good auditory memory: without recall clues?	
YES:	The adult learner has a good auditory memory and does not have to be provided with recall clues, but rather uses personal codes.	NO: The adult learner cannot remember what he or she has learned unless clues are provided, and either chooses not to use his or her auditory memory or does not know how to use it.

SUGGESTED INTERVENTIONS

- Review the interventions suggested in section 4.1.
- Help the adult learners identify recall clues that can be used in concrete situations when they have difficulty remembering auditory information.
- Regularly teach the adult learner how to identify such clues during everyday situations, until this practice becomes virtually automatic.

7.	Does the adult learner have a good auditory memory:	
7.2.	with recall clues?	
YES:	The adult learner has a good auditory memory when provided with recall clues.	NO: The adult learner cannot remember what he or she has learned aurally, even when provided with recall clues.

SUGGESTED INTERVENTIONS

- Review the interventions suggested in sections 4.1 and 4.2, and suggest one or two recall clues the adult learners can focus on.
- Recite the initial words in a familiar slogan, proverb or song and have the adult learners recall the remaining words.
- Have the adult learner describe his or her thoughts when using a clue to retrieve auditory information.
- Propose multiple-choice questions containing clues the adult learner can identify.

8.	Does the adult learner demonstrate strategies:	
8.1.	for encoding auditory information?	
YES:	The adult learner uses personal strategies for storing auditory information.	NO: The adult learner does not use strategies for storing auditory information.

SUGGESTED INTERVENTIONS

- Review the information about how auditory memory functions provided in sections 1 and 2.
- Read the advice given in these sections out loud as often as possible.
- Present the oral information or advice as succinctly and clearly as possible.

In this regard, teach the adult learners to:

- ◇ verify their understanding of the information and, in case of doubt, to request that the information be clarified
 - ◇ create links between various elements by grouping them into families
 - ◇ associate the information with more familiar concepts
 - ◇ attempt to make the information as concrete as possible
- Suggest that the adult learner silently repeat important explanations and information without allowing the repetition to become mechanical. See *Destination Literacy: Identifying and Teaching Adults With Learning Disabilities* (page 167) for other auditory strategies.
 - Suggest the use of a tape recorder to allow the adult learner to listen to information as often as necessary.

8.	Does the adult learner demonstrate strategies:	
8.2.	for recalling auditory information?	
YES:	The adult learner uses personal strategies for recalling stored auditory information.	NO: The adult learner does not use strategies to recall stored auditory information.

SUGGESTED INTERVENTIONS

- Review the information about how auditory memory functions provided in sections 1 and 2.
- Review the examples of recall clues given in sections 4.1 and 4.2, and encourage the adult learners to use them in everyday situations.
- Help the adult learners set modest short-term objectives and identify **one** strategy for solving a particular problem.
- Emphasize the importance of adopting a healthy lifestyle to improve memory: sleep, relaxation and breathing, cardiovascular fitness, diet, positive attitude toward life, etc.
- Have the adult learner describe his or her thoughts when using a clue to retrieve a particular piece of auditory information.

9.	Does the adult learner have a good:	
9.1.	short-term (immediate) tactile memory?	
YES:	The adult learner has a good short-term tactile memory.	NO: The adult learner does not use his or her short-term tactile memory.

SUGGESTED INTERVENTIONS

- Explain what short-term memory is and describe some of its characteristics.
- Teach the adult learners to use their tactile memory by regularly reviewing the interventions suggested in sections 1 and 2.
- Use raised letters or figures (wood, plastic, felt) and ask the adult learners to outline them with the tip of their index finger. They should first do this exercise with their eyes open, then repeat it with their eyes closed, visualizing the object in question and naming it out loud.

9.	Does the adult learner have a good:
9.2.	long-term tactile memory?
YES:	The adult learner's long-term tactile memory is good. In other words, learning is consolidated and the learner remembers what he or she has learned for a long time.
NO:	The adult learner does not use his or her long-term tactile memory.

SUGGESTED INTERVENTIONS

- Explain what long-term memory is and describe some of its characteristics.
- At relatively long intervals, review the interventions suggested in section 2.3.

10. 10.1.	Does the adult learner have a good tactile memory: without recall clues?	
YES:	The adult learner has a good tactile memory and does not have to be provided with recall clues, but rather uses personal codes.	NO: The adult learner cannot remember what he or she has learned unless provided with recall clues and either chooses not to use his or her tactile memory or does not know how to use it.

SUGGESTED INTERVENTIONS

- Review the interventions suggested in section 4.1.
- Give the adult learners a list of recall clues applying to tactile memory and have them choose the clue that will be most useful in a given situation.

10.	Does the adult learner have a good tactile memory:	
10.2.	with recall clues?	
YES:	The adult learner has a good tactile memory when provided with recall clues.	NO: The adult learner cannot remember what he or she has learned by touching, even when clues are provided.

SUGGESTED INTERVENTIONS

- Review the interventions suggested in sections 4.1 and 4.2.

11.	Does the adult learner demonstrate strategies:	
11.1.	for encoding tactile information?	
YES:	The adult learner uses personal strategies for storing information about what he or she has touched.	NO: The adult learner does not use strategies for storing information about what he or she has touched.

SUGGESTED INTERVENTIONS

- Review the information about memory provided in sections 1 and 2.
- Explain that, in order to be stored, tactile information requires:
 - ◇ a conducive situation:
 - ⇒ interest and motivation
 - ⇒ attention and concentration
 - ⇒ understanding
 - ⇒ regular practice
 - ◇ strategies:
 - ⇒ different types of repetition
 - ⇒ associations
 - ⇒ oppositions
 - ⇒ classification, grouping
 - ⇒ regular practice

11.	Does the adult learner demonstrate strategies:	
11.2.	for recalling tactile information?	
YES:	The adult learner uses personal strategies for recalling stored tactile information.	NO: The adult learner does not use strategies for recalling stored tactile information.

SUGGESTED INTERVENTIONS

- Review the interventions suggested in section 8.2.
- Help the adult learner become accustomed to using recall clues to retrieve stored tactile information.

12.	Does the adult learner have a good:	
12.1.	short-term (immediate) kinesthetic memory?	
YES:	The adult learner has a good short-term kinesthetic memory.	NO: The adult learner does not use his or her short-term kinesthetic memory.

SUGGESTED INTERVENTIONS

- Explain what short-term memory is and describe some of its characteristics.
- Teach the adult learner how to use his or her short-term kinesthetic memory by regularly returning to the interventions suggested in sections 1 and 2 and by asking questions about details related to kinesthetic memory.

12. 12.2.	Does the adult learner have a good: long-term kinesthetic memory?	
YES:	The adult learner's long-term kinesthetic memory is good. In other words, learning is consolidated and the adult remembers what he or she has learned for a long time.	NO: The adult learner does not rely on his or her long-term kinesthetic memory.

SUGGESTED INTERVENTIONS

- Explain what long-term memory is and describe the conditions affecting its functioning.
- Reuse, at relatively long intervals, the interventions on kinesthetic memory suggested in sections 1.4 and 2.4, and ask the adult learner about details related to kinesthetic memory.
- Help the adult learner draw up a list of questions that must be answered using kinesthetic memory and regularly return to these questions.

13. 13.1.	Does the adult learner have a good kinesthetic memory: without recall clues?	
YES:	The adult learner has a good kinesthetic memory and does not have to be provided with recall clues, but rather uses personal codes instead.	NO: The adult learner cannot remember what he or she has learned unless provided with recall clues and either chooses not to use his or her kinesthetic memory or does not know how to use it.

SUGGESTED INTERVENTIONS

- Review the interventions suggested in section 4.1.

13.	Does the adult learner have a good kinesthetic memory:	
13.2.	with recall clues?	
YES:	The adult learner has a good kinesthetic memory when provided with recall clues.	NO: The adult learner cannot remember the motor information he or she has learned, even when provided with clues.

SUGGESTED INTERVENTIONS

- Review the interventions suggested in section 4.2.

14.	Does the adult learner demonstrate strategies:	
14.1.	for encoding kinesthetic information?	
YES:	The adult learner uses personal strategies for storing kinesthetic information.	NO: The adult learner does not use strategies for storing kinesthetic information.

SUGGESTED INTERVENTIONS

- Review the interventions suggested in section 11.1.

14.	Does the adult learner demonstrate strategies:	
14.2.	for recalling kinesthetic information?	
YES:	The adult learner uses personal strategies for recalling stored kinesthetic information.	NO: The adult learner does not use strategies for recalling stored kinesthetic information.

SUGGESTED INTERVENTIONS

- Review the interventions suggested in section 5.2.

X—COGNITIVE FIELD**MODULE: MEMORY****BIBLIOGRAPHY**

Campbell, P. and F. Brokop. *Canadian Adult Reading Assessment*. Edmonton: Grass Roots Press, 2001.

Gardiner, H. *A Disciplined Mind, What All Students Should Understand*. New York: Simon and Shuster, 1999.

Giasson, J. and J. Thériault. *Apprentissage et enseignement de la lecture*. Montréal: Les Éditions Ville-Marie, Publication PPMF, 1983.

Jasmin, J. *Guide d'utilisation de la grille de dépistage de problèmes d'apprentissage chez les adultes*. Montréal: Commission des écoles catholiques de Montréal, 1990.

Learning Disabilities Association of Canada. *Bringing Literacy Within Reach: Identifying and Teaching Adults With Learning Disabilities*. Ottawa: Learning Disabilities Association of Canada, 1991.

Learning Disabilities Association of Canada. *Destination Literacy: Identifying and Teaching Adults With Learning Disabilities*. Ottawa: Learning Disabilities Association of Canada, 1999.

