

# Improve auditory memory

## Step 1: Get a baseline measure

- Select an appropriate text that is interesting to the patient.
- Instruct the patient to listen to the passage and tell it back in their own words.
- Read the text aloud to the patient.
- Ask them to retell it. Keep track of correct, specific details versus generic or incorrect information.
- Optional: Ask wh-questions or yes/no questions to probe their recall or assess their comprehension.

## Step 2: Teach your patient how to remember

- Read the first sentence aloud.
- Together, identify the key piece of information.
- Ask your patient how they are going to remember: repetition, visualization, or association. Have them describe in detail what they are imagining.
- Read the first sentence aloud and ask your patient to retell the information.
- If they are correct, move on to Step 3 by increasing the material to include the first two sentences. Focus on encoding the new information, then ask them to retell all the material studied to that point.
- However, if they are incorrect, spend more time on encoding the material in the first sentence until they can recall it before adding any new material.

## Step 3: Practice increasingly longer material

- Read aloud all of the material studied in Step 2. (1st round = first sentence, 2nd round = first 2 sentences, 3rd round = first 3 sentences, etc)
- Ask your patient to retell all of that material.

If they miss any details you practiced encoding, you can do any of the following:

- Give hints based on how they encoded the information.
- Ask a wh-question.
- Ask a yes/no question.
- Give multiple choices to select from.
- Read the sentence again and spend more time encoding the information.
- You can also have your patient write the information for added support.

## Make the exercise easier

- Re-assess the difficulty or interest level of the material you've chosen.
- Ask your patient to write or repeat the key word(s) 5 or 10 times, while thinking about that word.
- Find something in the environment to stand for that idea ([Location Memory Technique](#)).
- Instead of adding a second sentence, focus on entrenching the first sentence in your patient's memory.
  - Unfilled pause: Sit silently for several seconds, then ask them to retell it again.  
Filled pause: Talk about something that is not cognitively-demanding for several seconds, then ask them to retell it again.
  - Simple intervening task: Ask your patient an unrelated question, then ask them to retell it again. The unrelated question can be easy or hard.
  - Complex intervening task: Ask your patient to perform a working memory task, or some other task that would require some thought. Then ask your patient to retell that first sentence again.
- Allow your patient to read the material first.