Category

Process Management/Short and Long Term Memory Enhancement
Cross reference ASL Language Use

Activity Domain/Targeted skill area

Improving visual recall and memory

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Step-by-Step Description of Activity

Interpreters often place people and objects inconsistently and either never correct or correct later in the interpretation. The repair attempts can further confuse the signing space

The interpreter will increase their awareness of surroundings and be able to represent them visually via a map.

Activities:

1. Walk and draw: Interpreter walks in a room and spends 10 minutes looking for details and then comes out and draws it.
2. Spontaneous recall: The interpreter draws what their garage looks like without having seen it in hours
3. Walk and tell: The interpreter spends time NOTICING surroundings and then talks about the new observations. The interpreter may escalate this activity to "retelling" what they saw while recording him/herself. At a later time, this retelling can be listened to and revised as deemed necessary by the interpreter.
   Please note that we are not working on ASL skills per se yet. We are developing and enhancing the mental memory of PICTURES and visual representations. They will work from Seeing, to Drawing to Signing. We are only concerned with step one and two right now. (Seeing and drawing.) Often times that interpreter does NOT EVEN SEE. (For example, how many of us noticed all of the things that are around the lobby of the library before going into our classroom. A 2 minute walk down the hall can fill a mind with a lot of information about space and structure.)
4. Where in the world: Ask interpreter to draw a picture representing geographical whre each member of their family lives.
5. Places I've been: Interpreter maps where they have been in their life (if they are able to attach a visual time line along with the places, all the better.)
   We are building a foundation that we will add linguistic features on later. Right now we are giving them tools to work on their sense of space everyday!!!
6. We can keep a log (as will they) of the things they have mapped. To add a layer of depth to this process we can incorporate long term memory and ask them in 2 weeks to AGAIN describe that room that they spent 10 minutes in 2 weeks ago.

Materials

Sketch pad and pencils

Suggested Timelines

Interpreter should incorporate some visual recall activity into each day. Activities can be incorporated and do not require additional time such as walking through the hallway after work with the audio recorder in the car ready to "retell" everything remembered.

Next session will be in approximately one month. Interpreter should complete and bring with her/him a copy of the journal, copies of the maps, copies of the audio tapes identifying, and the "pieces of information" count tallied to determine rate of progress and success.

Next Steps

Upon successful completion of this phase, activity can be escalated to incorporate the same steps, next retelling in ASL. Later, moving on to later interpreting from English to ASL beginning with short texts consisting of common tasks such as mowing the grass and moving to more complex and longer texts such as a person giving directions.

Progress Measurements

Interpreter can journal as a means of self-assessing whether more information is being retained. To quantify the measurement, pieces of information drawn in the map or recalled via the retelling can be counted. These pieces of information can be added with the goal of doubling the amount of information recalled prior to moving onto higher levels of complexity (ASL and English language use and on into interpreting into ASL and English.)