

## Chunking of information to aid processing

### Strategies / Interventions.

**‘Chunking’** is a strategy to support a child’s language processing and memory skills, by breaking down large pieces of information into smaller, more manageable ‘chunks’. For some children with language processing and memory skills, the complexity and amount of information given to them sometimes can be overwhelming. In time this can affect their confidence and self-esteem when unable to complete what has been asked of them.

By reducing the words you say to a child in one go, ensuring instructions are clear, breaking your instructions into smaller chunks and delivering one at a time, allows for the child to process, understand and remember information much easier. This approach takes the pressure of a child when they may feel overwhelmed by demands and supports their working memory.

For some children, using visual clues to represent the process of chunking can also support their understanding further, by using a visual representation.

In time you may be able to give two commands at together, then three, four... remember to always work at a pace suitable to the child so they can experience success and achieve what is being asked of them.

### Example:

Instead of saying: *‘Tidy away the trains into the green box, go to the bathroom to wash your hands and then sit down at the round table for snack as its almost ready’,*

### Try:

1. Put away the trains
2. Wash hands
3. Sit for snack



**Remember:** Pause between each instruction, to give time to process and complete the individual task.

### Remember:

- Ensure the instruction is clear and simple
- Reduce the number of words
- Give one instruction at a time

**Links to EYFS:** Communication & Language, Personal Social & Emotional Development

**SEND Code of Practice:** Communication & Interaction, Cognition & Learning, Social Emotional & Mental Health