



**AUTOBIOGRAPHICAL MEMORY:
THINKING ABOUT MYSELF AND MY PERSONAL STORIES
THINKING ABOUT OTHERS**

'Parents who tell and read stories in a rich and responsive way have young children with advanced language, memory, and emotional development, and adolescents with a healthy sense of identity and well-being' (in Reese 2013)

Autobiographical memory impacts upon our children's long term future success academically and emotionally.

We hear a lot about Theory of Mind and about how children are struggling. How can we move beyond the Sally Anne test and the known difficulties our children have – we need ideas and strategies to put into practise.

This course aims to pull together the themes in recent research which look at how children develop their autobiographical memories and the stories they tell themselves and which are told by others. The impact upon identity, people reading, inferencing, predicting and social interactions will be drawn out. The potential to support and underpin academic progress in literacy will be discussed and applied. This is a practical course with theory at its core.

LEARNING OUTCOMES

- Learn about autobiographical memory and the development of 'self' and to understand how it develops from preschool through to emerging adulthood and beyond.
- Understand the extensive impact of the stories I tell myself and the stories others tell about me. Apply theory to the social skills and people reading required for our children to engage more successfully in peer interactions.
- Use a practical framework for elaborating and learning from memories and stories.
- Go away with a tool kit of practical story based activities which will promote academic success in literacy.

COURSE OUTLINE

This is a one day workshop which pulls together research and writings from lots of areas in order to give us 'things to do' with the theory.

Section 1 Developing autobiographical memory – theory into practise, its impact and how we promote it.

Section 2 A practical framework for elaborating and learning

Section 3 Coherence – its importance in the stories we tell and the stories we write

Section 4 A practical session looking a books and stories applying frameworks and theory to be used next week with our children

WHO IS IT SUITABLE FOR

The Autobiographical memory study day is suitable for all professionals and parents working with children from pre-school to adolescence. It will be especially useful for Speech and Language Therapists, Class teachers, Teachers of the deaf, SENCOs. It is of interest to professionals working with children with hearing loss or other specialities especially language delay and autism.

A BIT ABOUT ITS CREATOR

Clare Allen has been working as a Speech and Language Therapist since 1988. She has developed a specific interest in school aged children with specialist skills with deaf children. She writes resources, runs children's and teenagers' group activity days and leads parents and professionals training events. She is lead author of an extensive programme written at The Ear Foundation called LEAPing on with Language. This aims to accelerate spoken language learning from simple sentences to the complex and socially independent language use needed between the ages of 4-11. Her interest in Autobiographical memory sparked from her observation of the struggles children were experiencing in social contexts, their sense of feeling lost and their under achievement in literacy. She is passionate about children's future potential and the positivity of their now. She believes in the impact families and professionals have for the good.

FOR BOOKINGS OR MORE INFORMATION

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