

# CLIMB LAB QUICK GUIDE:

# Retrieval Practice

WORD LEARNING IN DEAF AND HARD OF HEARING CHILDREN

Research-Based  
Tips!



## RETRIEVAL PRACTICE

- A learning strategy in which you repeatedly recall new and older information to improve retention!<sup>1,2</sup>
- Retrieval practice has helped older students and adults learn new information.
- They can incorporate retrieval practice into learning through:



★ Flash Cards  
★ Concept Maps  
★ Writing Prompts



## WORD LEARNING

**Describe** and **question** when introducing new words.

- **Describe** what the word means.
- **Question** students to check for understanding.
- **Check in** a few minutes and a few days later with a similar question.

The goal is to **practice recalling** the new word and **ensure comprehension!**



## PRACTICE FOR PRE-SCHOOL

- \* **Describe:** "This soap is slippery. I dropped it because it is hard for me to hold onto."
- \* **Question:** "Why did I drop the soap?"
- \* **Check In:** "The girl dropped the soap. The soap must be what?"

**BONUS:** Provide feedback to support faster word learning!

Try  
Again.

You're  
right!

## PRACTICE CHECKLIST:

- Describe the Word
- Ask Questions
- Check In



<sup>1</sup>Roediger III, H. L., & Karpicke, J. D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17(3), 249-255

<sup>2</sup>Karpicke, J. D., & Grimaldi, P. J. (2012). Retrieval-based learning: A perspective for enhancing meaningful learning. *Educational Psychology Review*, 24(3), 401-418

