

Teaching Comprehension to Individuals with an Imagery Deficit

Teaching Comprehension to Individuals with an Imagery Deficit

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Overview

- General teaching tips
 - Three keys to independent learning
 - Six steps to self-instruction
 - The Socratic method
- Using Imagery for Comprehension
 - What is comprehension
 - What is imagery
 - Symptoms of poor imagery skills
 - How to use imagery to teach comprehension
- Practice in groups

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General Teaching Tips

- Three keys to independent learning
 - Self-direct
 - Self-check
 - Self-correct

General Teaching Tips

- Six steps to self-instruction
 - Tutor models instruction and action
 - Tutor and learner say/do together
 - Tutor instructs learner
 - Learner instructs tutor
 - Learner instructs self aloud
 - Learner instructs self silently

General Teaching Tips

- The Socratic method
 - use questioning to guide learner to solution
 - when stuck, give options
 - encourage self-checking and self-correcting
 - feedback issues

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Using Imagery for Comprehension

- What is comprehension
 - ability to connect and interpret written and spoken language
 - ability to reason from language
 - ability to form a “gestalt”
 - includes:
 - recalling facts
 - getting the main idea
 - making an inference
 - drawing a conclusion
 - predicting/extending
 - evaluating

Using Imagery for Comprehension

- What is imagery?
 - Sensory link between language and thought
 - Types of imagery:
 - concept imagery (parts to whole)
 - symbolic imagery (whole into parts)
 - Imagery helps to...
 - connect incoming language to prior knowledge and experiences
 - establish vocabulary
 - create and store information in both short-term and long-term memory

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Using Imagery for Comprehension

- Symptoms of poor imagery skills
 - weak reading and oral lang comprehension
 - weak oral and written language expression
 - weak sense of humor
 - weakness in following directions
- Causes of poor imagery skills
 - genetic?
 - cultural dependence on visual images?
 - other contributing factors

Using Imagery for Comprehension

- Overview
 - use visualization to stimulate imagery
 - use verbalization to stimulate semantic coding
 - progress from words -> sentences -> paragraphs -> pages -> chapters
- Set climate
 - brain areas we use for learning
 - what we are doing and why

Using Imagery for Comprehension

- Picture to Picture
 - introduce structure words:
 - gross: what, size, color, number, shape, where
 - fine: movement, mood, background, perspective, when, sound
 - steps:
 - learner describes
 - tutor questions with choice and contrast
 - learner checks structure words
 - tutor summarizes
 - look at picture and discuss

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Using Imagery for Comprehension

- **Word Imagery**
 - objects
 - personal items
 - known nouns
 - 20 questions game
- **Sentence X Sentence**
 - anchor images with colored squares
 - add both picture and word summary

Using Imagery for Comprehension

- **Paragraph X Paragraph**
 - introduce HOTS (higher order thinking skills):
 - locating/remembering (recalling facts)
 - getting the main idea
 - Inferring
 - drawing conclusions
 - predicting/extending
 - evaluating

Additional Tools

- Short Stories/Comprehension kits
- SRA Specific Skills Series
- Any reading materials at your learner's reading level
- Text books/Specific study material
