

Angelica Benson, USA
Ed.M., Director of International Development and Relations,
Lindamood-Bell Learning Processes, San Luis Obispo, CA
angelica.benson@lindamoodbell.com

The imagery-language foundation: Teaching all children to read and comprehend

Based on 33 years of instructional experience with nearly 45,000 at-risk readers, we know that the dual coding of imagery and language is a critical factor in language comprehension and word reading. Imagery is a basic sensory-cognitive function connecting us to the language we hear and the print we read. There are two distinct types of imagery - symbol imagery and concept imagery - that are intrinsic to word reading, orthographic processing, and reading comprehension. We will examine the effect of imagery-based, sensory-cognitive instruction on word reading and comprehension in children with reading difficulties. Do these findings suggest the universality of imagery and its' key role in word reading and comprehension? Do these improvements hold true for students diagnosed with dyslexia and autism spectrum disorder? Behavioral and neurological research further validates the imagery-language connection, resulting in lasting effects on word attack, word recognition, comprehension and specific areas of brain function in students with dyslexia or autism spectrum disorder.