

COMPREHENSION SKILLS

HELP FOR HYPERLEXIA



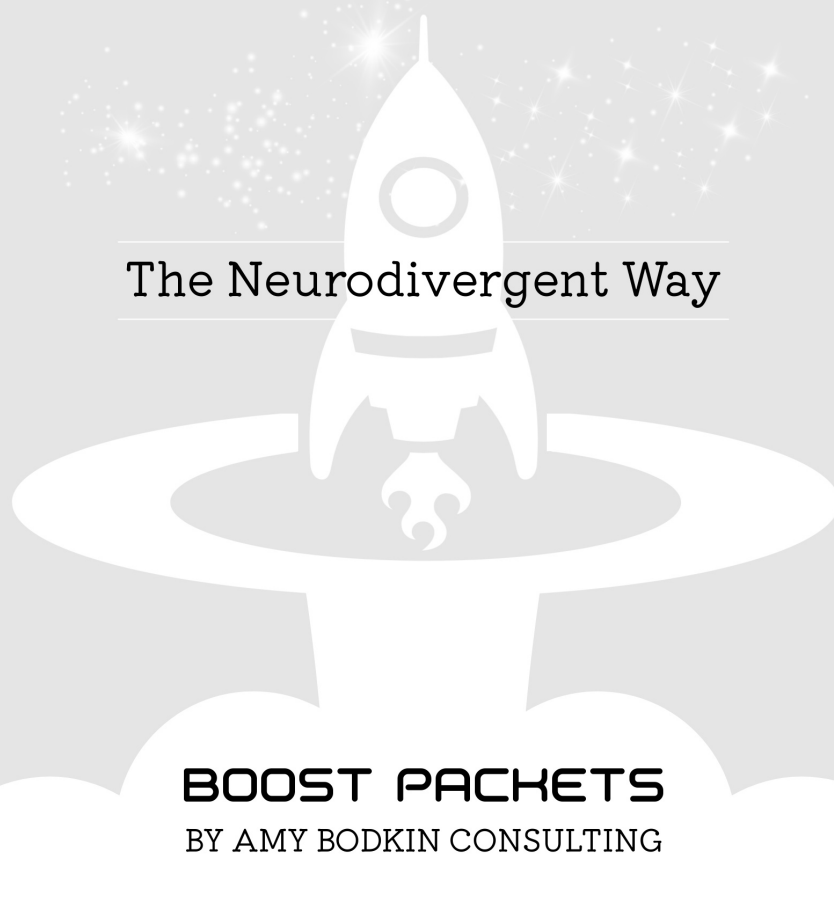
The Neurodivergent Way

BOOST PACKETS

BY AMY BODKIN CONSULTING

COMPREHENSION SKILLS

HELP FOR HYPERLEXIA



BY AMY BODKIN AND LYNNE MOORE

PUBLISHED BY AMY BODKIN CONSULTING
AMYBODKIN.COM

COPYRIGHT © 2025 BY AMY BODKIN CONSULTING, LLC. ALL RIGHTS RESERVED.
AMY BODKIN CONSULTING GRANTS PERMISSION TO PRINT THIS GUIDE FOR USE WITHIN YOUR IMMEDIATE HOUSEHOLD. SHARING THIS
FILE OR MAKING COPIES OF THE PRINTED MATERIAL FOR USE OUTSIDE OF YOUR HOUSEHOLD IS IN VIOLATION OF THE COPYRIGHT ©
HELD BY AMY BODKIN CONSULTING, LLC.

TABLE OF CONTENTS

COMPREHENSION SKILLS

HELP FOR HYPERLEXIA

– THE NEURODIVERGENT WAY –

INTRODUCTION	v
WORDS CAN BE PICTURES	1
A GUIDED MEDITATION	9
WHAT CAN YOU SEE?	12
WHAT CAN YOU INFER?	13
OBJECT PICTURING GAMES	15
EXPANDING AN OBJECT INTO A SENTENCE	19
ONE SENTENCE GAMES	23
GAMES FOR LARGER AMOUNTS OF READING	25
MAINTENANCE: EXERCISES FOR THE BRAIN	29
ABOUT THE AUTHORS	33
ALSO FROM THE AUTHORS	37

Introduction

Comprehension Skills Curriculum: Help for Hyperlexia

“In large part, we learn this visual language in the same way we learn verbal language: through exposure to it throughout our lives. Language, both verbal and visual, is learned from birth. And just as verbal and written language skills can be studied to improve vocabulary and syntax, studying visual language tenets can also improve one’s ability to communicate visually.”

*Fundamentals of Theatrical Design: A Guide to the Basics of Scenic, Costume, and Lighting Design
by Karen Brewster and Melissa Shafer*

WE WROTE THIS FOR YOU

Everyone will come to this manual for different reasons. But no matter what your journey has been, you have probably experienced frustration as you attempt to communicate thoughts effectively but your child can’t seem to remember or make sense of what you’ve said.

This is exactly why Lynne Moore and I partnered to create this manual for you. In fact, Lynne has also created a coordinating [Building Narration Skills Course](#) that you can take to guide you through this manual.

When I was in graduate school, I never learned anything about Hyperlexia. But that all changed when my son was born. I remember just how frustrating it was for both of us when he would have trouble understanding conversations, instructions, and stories.

We are designed to be relational beings whose drive in life is to connect and communicate with each other. When there is a hiccup in that process, like with Hyperlexia, it can lead to misunderstandings, hurt feelings, and low self-esteem.

But, Hyperlexia can also be a source of strength. Most students I have seen with Hyperlexia have a natural gift for music, often learn to read on their own, are natural-born spellers, and have excellent recall for facts and dates!

You see, no one gets a strength without also getting a weakness. So we have to be grateful for our weaknesses because they are what give us our strengths!

You can read more about our credentials and our individual journeys in the “About the Authors” section at the end of this manual.

OUR APPROACH

Our approach is based in large part on Charlotte Mason’s educational philosophy. She believed that short lessons were most effective, and neuroscience has since proved that to be true! So we encourage you to keep all sessions with your student to just 15 minutes!

We also, like Charlotte Mason, give consideration to neurological processing. When it comes to comprehension, the brain goes through several different processes. Most hyperlexics have more trouble with listening comprehension than reading comprehension, so let’s look at what exactly happens in that process.

First, we have to be able to hear, so you might get your student a hearing test with an Audiologist to check for any possible concerns! Second, that auditory input must be processed and sent to the brain.

When my brain struggles to process auditory information, it sometimes sounds like the adults in *Peanuts* talking because the letter sounds are not coming into my brain in the correct order. Other times I will not hear anything going on around me. This usually happens when I am deep in thought because it takes a certain amount of effort for me to process auditory information.

I also really struggled when so many people were wearing face masks because I use lip-reading to help me process auditory information.

If any of this sounds familiar, an audiologist or psychologist can help evaluate if Auditory Processing Disorder (APD) is a challenge for your student. This is something that I can also assess during an online consultation.

There are not a lot of therapeutic options available in most places to support students with APD, but I have found that listening to audiobooks with many different readers and accents helps significantly!

Students also have to be able to remember what they have seen. Charlotte Mason talked about this when she wrote about the importance of narration, the ability to visualize a story, remember it, and tell it back.

But what do we do if our child doesn't seem to understand how to do that? That is what this manual (and the course) is all about!

OUR INSPIRATION

For years I have been recommending the *Visualizing and Verbalizing* curriculum by the Lindamood-Bell Company. However, it was not a viable option financially for many families.

Lynne and I also both discovered that there were some weaknesses in the *Visualizing and Verbalizing* curriculum and we were having to make more and more adaptations. So we finally decided to just make our own program!

When researching possible options, we discovered the concepts regarding elements of art and the principles of design which led us down a rabbit trail to the principles of theater design. Lynne and I then realized that it is the producers of a movie or a play that turn words into a visual. So when we read a book or listen to a story, WE have to be the producer that turns the words into a movie. This is how we remember what we read and hear because a single picture is worth a thousand words.

Charlotte Mason was a big fan of the humanities which includes the arts. From her, I have come to realize that it is the humanities that help us understand what it means to be human, and thus the humanities can be a good guide in helping us create a movie of some of the most human moments. Combining this with an emphasis on sensory

perception, we came up with our own list of questions to consider, which are printed at the end of this introduction.

How It Works

If you were building a house, you would never build a wall or a roof before building a solid foundation. It's the same with learning to visualize a story in your mind's eye.

It is important to start at the beginning of this program instead of skipping ahead, regardless of the starting level of the student. Building strong "mental muscle memory" is important before moving on to the next step.

Even teenagers will start at the beginning. Teenagers may be reluctant to start at the beginning of the program, but you can stress to them that they are not alone. There are plenty of other teenagers who are also starting at the beginning, not just them. It will also help if you focus on the activities and games that are geared more toward older learners. Those items will be clearly marked: ☐ For Older Students.

You can also give them more choice in the types of games they play. Older students appreciate it when they have more input, and there are multiple options within each Building Block. You don't need to play every game we suggest, just make sure you play at least one game from each Building Block.

BUT WHAT ABOUT PRAGMATIC LANGUAGE THERAPY?

Pragmatic Language Therapy is one of the first things often recommended for a hyperlexic child. It is a type of speech therapy that helps people improve their social communication skills. It is basically an attempt at teaching social skills, which often lag when comprehension lags. While some instruction in social skills can prove useful, trying to address delays in social skills by discreet teaching will never work.

Social skills are complex and adaptive skills that vary worldwide based on location, species, generation, culture, class, religion, etc. It is not possible to discreetly teach social skills with all their many variabilities, especially as they are constantly evolving and adapting. You must be able to comprehend what you hear happening around you and then be able to adapt.

That is why this manual and course are so important: by using this curriculum, you can dramatically increase comprehension skills, thus making Pragmatic Language Therapy more helpful.

That said, I personally always recommend addressing hearing, auditory processing, and working memory first as it can make pragmatic language therapy more effective when you have the necessary tools to work with.

Whatever approach you choose to use with your family, we hope that this manual will help your students exercise their visualization "muscles" to make connecting with others more accessible!

Amy Bodkin, [Amy Bodkin Consulting](#)

Lynne Moore, [Tutoring with Lynne Moore](#)

Questions we will be working on throughout this curriculum:

1. Who: Who is in the picture/video/story? What do they look like? How does their hair look? Are they wearing makeup? What kind of clothing are they wearing?
2. What: What animals, toys, furniture, or other objects are in the picture/video/story?
3. Where: [REDACTED]
[REDACTED]
[REDACTED]
4. When: When does this picture/video/story take place? Does it take place during the daytime or nighttime? Does it take place at a specific time of day? Or does it take place during a specific time period such as the Middle Ages?
5. Surface: How would you describe the surface of different people, clothing, hair, objects, etc. in this picture/video/story? What color are they? What texture?
6. Shape: [REDACTED]
[REDACTED]
[REDACTED]
7. Size: How would you define the space of this picture/video/story? Are some things big and other things small? How do different objects compare to each other in size?
8. Lighting: What kind of lighting is in this picture/video/story? Is it bright or dark? Are there shadows?
9. Position: In what position are the people and objects in this picture/video/story? Are various people and objects over, under, or beside other people and objects? From what perspective are we viewing the people and objects in this picture/video/story?
10. [REDACTED]
[REDACTED]
11. Action: What action might be happening in this picture/video/story? Does it look like someone is running? Or does it look like someone is sitting still?
12. [REDACTED]
[REDACTED]
[REDACTED]
13. Sound: What sounds might be happening in this picture/video/story? If it takes place outside, could there be birds chirping or a gentle breeze blowing?
14. [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Words Can Be Pictures

Boost #1

PART 1: WORD PICTURING

Start out by bringing your student's attention to the many pictures and visual details they see all around them every day. When reading books, you can also incorporate picture book adaptations, graphic novels, and movies.

★ For older students, this can be a good jumping-off point for discussing the different ways that a character or scene might be represented as well as what you like and what you don't like about the artist's interpretation.

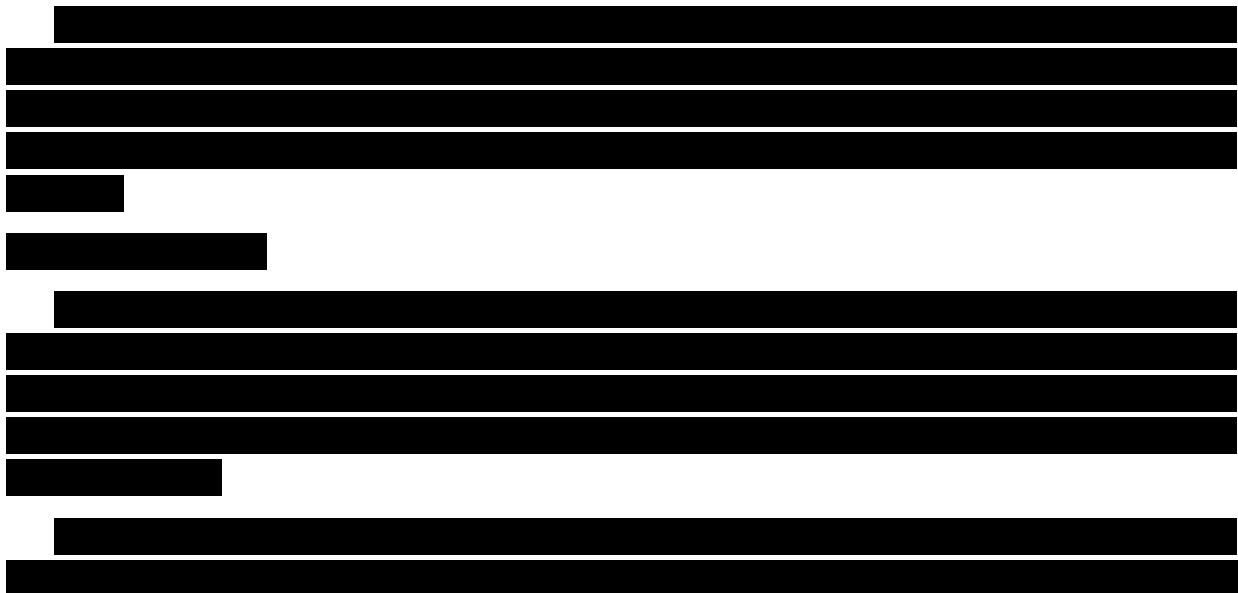
Then enjoy one or more of the games suggested below:

Crazy Pictures

Find crazy pictures or cartoons online or in books (the more unusual the better). Talk about what could be happening in the picture. Help your student come up with stories to fit the picture using clues in the picture. Work towards your student being able to come up with the stories on their own.

Hidden Pictures

Find hidden pictures activities in *Highlights* magazines, or purchase an entire book full of hidden pictures activities. Then have your student find the simple objects (a cup, a pencil, etc.) hidden within the larger picture. Start by having them select a simple object to find and study it closely before hiding the object and asking your student to find the object in the picture by remembering what the object looked like in their mind.



PAGES NOT INCLUDED IN PREVIEW

Expanding an Object into a Sentence

Boost #4

PART 1: CHARACTER IMAGE SEARCH

For this set of games, begin by creating a collage of pictures from magazines or other prints they find online. Make sure their collection of characteristics has a variety of body types, sizes, genders, ages, and costumes (include both regular clothing and work uniforms). They don't have to do this all in one sitting. Allow them plenty of time to build their collection.

★ For older students, you may wish to expand their repertoire of possible characters by drawing and describing different types of characters in their journal.

Guess Who?

You can play a version of the Guess Who? game

them.

PART 2: ADDING ACTION

A simple sentence involves a noun and a verb. You have already spent time developing your student's ability to visualize many different kinds of nouns.

To add action, or a verb, to our picture, let's start with the noun. Have your student picture a noun in their mind. If your student cannot picture a noun in their mind without a picture or some other form of assistance, continue working on nouns before adding action.

PAGES NOT INCLUDED IN PREVIEW

Maintenance: Exercises for the Brain

Boost #7

Congratulations on completing the *Comprehension Skills: Help for Hyperlexia* curriculum!

Continue to monitor your student's ability to maintain the skill of picturing what they read or hear. Continued narration is key to maintenance. You can additionally go back to any earlier lessons or games to check for maintenance or simply ask them probing questions specifically about what they are picturing when reading.

As your child becomes more independent in their reading, encourage them to use the following tools to maintain their ability to picture what they read.

PART 1: CONTINUED PRACTICE

There are many fun resources mentioned in this curriculum such as [REDACTED]

Encouraging your child to regularly participate in some of these activities can help to continually strengthen their visual abilities. Consider it exercise for the brain.

PART 2: MARK UP A SENTENCE

Encourage your child to make a habit of marking up the books they read such as circling important clues to characters and actions as they are reading. Any marking system that works for them is just fine. Some people prefer using colored highlighters or colored tabs. Others like to use pencils or colored pens and different shapes or even arrows.

PART 3: TAKE NOTES

Encourage your child to make a habit of taking notes at the end of each chapter or section. [REDACTED]

[REDACTED]

[REDACTED]

PAGES NOT INCLUDED IN PREVIEW

ABOUT THE AUTHORS



BOOST PACKETS
BY AMY BODKIN CONSULTING

ABOUT THE AUTHORS

Hi! I'm AMY BODKIN, owner of AMY BODKIN CONSULTING.

I uniquely understand your special needs family. I've been where you are. In fact, I'm still "there!" I'm an Autistic adult with autistic kids.

I also have multiple degrees in Psychology and have been consulting privately with Special Needs families for more than 15 years.

I bring my experience as a School Psychologist and parent of two Autistic kids to the homeschool community in hopes of helping more families find joy in their educational journey.

My credentials include the following:

- Educational Specialist Degree (Ed.S.) in Educational Psychology with an emphasis in Neuropsychology
- Master's in Educational Psychology
- Bachelor of Science degree in Psychology
- Minor in Mathematics
- Former School Psychologist
- Autistic adult with Dyslexia, ADHD, and Auditory Processing Disorder
- Homeschooling mom to two Autistic kiddos

Professionally, personally, and as a parent, I have a significant amount of experience with Autism and all the many processing and learning disabilities that can go with Autism. All of these different angles of experience give me a very unique perspective and insight into homeschooling students with varying needs.

It's really all about advocating for children, whether it's through my podcast, "Special Needs Kids Are People Too!," speaking events, in our online membership community, or through one-on-one consultations.

I make it my business to see each child as an individual and not as a diagnosis... and to bring that message and philosophy to others.

You can find me at AmyBodkin.com. I hope you will join me!



ABOUT THE AUTHORS

Hi, I'm Lynne Moore and I am an online tutor for children who struggle with dyslexia and reading comprehension.

I help children increase their receptive language skills and reading comprehension by helping them learn how to “see” what they are reading.

I have a Bachelor's degree in Elementary Education with a concentration in Spanish. I currently teach online and work with students who have been diagnosed with dyslexia and/or hyperlexia. Between that, working in the classroom, and teaching my own kids, I have experience working with various processing and learning disabilities.

I am also a homeschooling mom of both a teenager and a preteen. We are a (retired) military family, so I've been lucky enough to have lived in many different places and experienced many different cultures.

I enjoy creating new ways to teach students so I can make learning fun. My goal is to make learning a positive experience for all involved!

You can find me at [Tutoring with Lynne Moore](#).



OTHER RESOURCES FROM THE AUTHORS

AMY BODKIN

For a complete list of resources, or for more info about homeschooling with special needs,
please visit Amy at the ABC website at:

AMYBODKIN.COM

[SPECIAL NEEDS MEMBERSHIP](#)

Find encouragement and support in the Special Needs Membership...
it's like a virtual group hug!

[AMY'S BOOK](#)

Special Needs Kids Are People Too: Seeing the Possibilities Through a Neurodiverse Lens
by Amy Bodkin, EdS

[ALLY, BOOST, CONNECT](#)

Subscribe to Amy's podcast, Special Needs Kids are People Too!
Get a boost with educational resources.
Connect with other special needs families through the
Special Needs Membership and Consultations.

LYNNE MOORE

For a complete list of resources, or for more info about tutoring with Lynne,
please her Facebook Page at:

[TUTORING WITH LYNNE MOORE](#)

[BUILDING NARRATION SKILLS](#)

[ONE PICTURE AT A TIME](#)

Online course with Lynne Moore for building narration and reading comprehension skills.

Boost Curriculum

Improving Skills One Boost at a Time!

Developed by Amy Bodkin, Special Needs Consultant, and
Lynne Moore, specialist in Dyslexia and reading comprehension

Need Help with Homeschooling?

The Boost Curriculum Guides show you how to help your student.
Whether it's reading, spelling, or comprehension, we'll give you fun
activities to help your student learn the skills they need.

Amy Bodkin, EdS

- Special Needs Consultant & Author
- Owner of Amy Bodkin Consulting at AmyBodkin.com
- Autistic adult with Dyslexia, ADHD, and Auditory Processing Disorder
- Educational Specialist Degree (Ed.S.) in Educational Psychology with an emphasis in Neuropsychology
- Master's in Educational Psychology
- Bachelor of Science degree in Psychology
- Former School Psychologist



Lynne Moore

- Owner of Tutoring with Lynne Moore
- Dyslexia Tutor and Reading Comprehension Specialist
- Bachelor's degree in Elementary Education



AMY BODKIN CONSULTING

AMYBODKIN.COM