



INDEPENDENT RESEARCH & REVIEWS

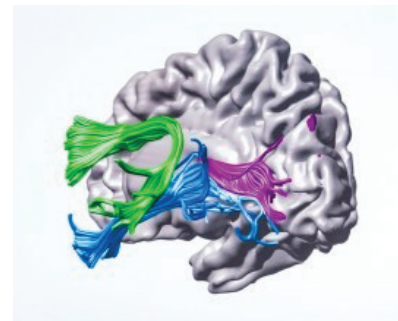
A number of highly respected institutions have studied Lindamood-Bell® instruction and found it effective in both raising literacy outcomes and in changing neurological activity.

Rapid and widespread white matter plasticity during an intensive reading intervention

The University of Washington

The Institute for Learning & Brain Sciences (I-LABS) at the University of Washington conducted a study examining growth in reading skills and neural connections (white matter) as a result of intensive reading intervention to develop the sensory-cognitive function of symbol imagery. This study is the first to measure white matter during an intensive reading intervention for dyslexics comparing children's learning with their brain's changes.

Children who struggled with reading and/or had a diagnosis of dyslexia received eight weeks of intensive Seeing Stars® intervention at a Lindamood-Bell® Learning Center. The results of this study illustrate that Lindamood-Bell Learning Center instruction in the Seeing Stars program led to increased brain structure conductivity and improved reading for children with reading difficulties including dyslexia.



Changes in brains of dyslexics as a result of instruction

Wake Forest University and Georgetown University



Researchers at Wake Forest University and the Center for Study of Learning at Georgetown University have published conclusions about the effects of Lindamood-Bell instruction on the brain activity and reading ability of dyslexic students.

This research noted significant improvements in reading associated with gray matter volume increases following Seeing Stars instruction with dyslexic students—and the neurological changes held or increased after the intervention.

Study uses fMRI to show positive effects of Seeing Stars

Massachusetts Institute of Technology

At Massachusetts Institute of Technology (MIT), researchers conducted a recent fMRI study on the effect of Seeing Stars instruction on beginning readers at risk for reading difficulties.

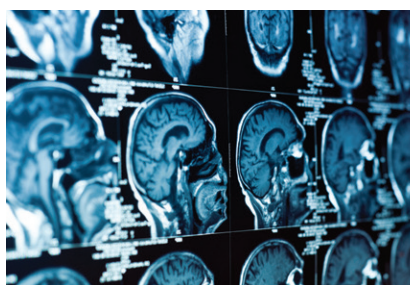
The students, and a matched control group, received fMRI scans to measure brain activity, in addition to standardized reading tests, before and after instruction.

After six weeks of intervention, the Seeing Stars students outperformed the control group. A paper was recently published in the Journal of Learning Disabilities.



Neurological activity and comprehension skills improve for ASD students

The University of Alabama at Birmingham



The University of Alabama at Birmingham's Cognition, Brain and Autism Laboratory collaborated with Lindamood-Bell Learning Processes to study the comparative effects of Visualizing and Verbalizing (V/V) on the brains of children on the Autism Spectrum. This fMRI study, highlighted in two recent peer-reviewed papers, examined activity in the language areas of the brain during comprehension tasks.

Dr. Rajesh Kana, the head of the study, reported that "V/V resulted in changing brain response patterns in children with autism—more focused, specialized brain activity and functional connectivity as a result of intervention." Associated significant increases in language comprehension were noted against matched controls.

STUDENT RESULTS

Lindamood-Bell Learning Center Instruction

LINDAMOOD-BELL IS
> MORE THAN
research-based.
WE ARE RESEARCH-VALIDATED.

ROBERT PASTERNAK, PH.D.

Former Assistant Secretary, US Department of Education,
Office of Special Education and Rehabilitative Services

Speaker at our Lindamood-Bell International Conference

“I want to make a quick distinction between research-based and research-validated, because it's an important distinction. It's easier to be research-based, because research-based simply means you read the research and you imbed that research in what you are developing.

What is more challenging is to be what is called research-validated, which means you want to see programs that have evidence of effectiveness. You want to know that the stuff works.”

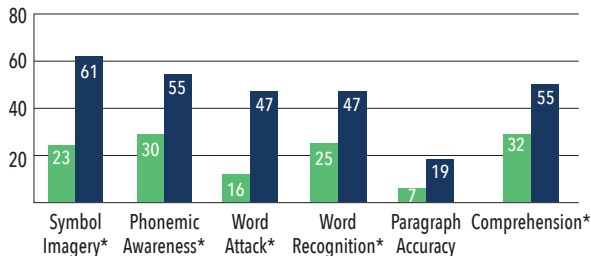
DECODING

Average hours: 107.3

Average age: 9.6

n = 8,698

Pre- and Retest Percentiles



“My son William is seven years old and in first grade. He's now reading at two grade levels above his current grade because of his progress at Lindamood-Bell. Before he came to Lindamood-Bell, he couldn't even read a complete sentence.”

- Rodney, a parent

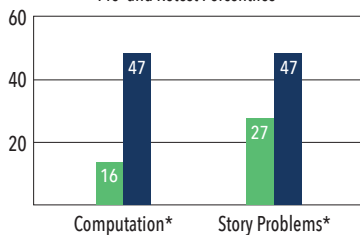
MATH

Average hours: 101.9

Average age: 11.5

n = 454

Pre- and Retest Percentiles



“From the moment I came here, it has just been amazing. I'm getting the education I need, and I'm going to graduate! It was really difficult for me finding that spark, but I found it.”

- Ian, a Lindamood-Bell Academy student

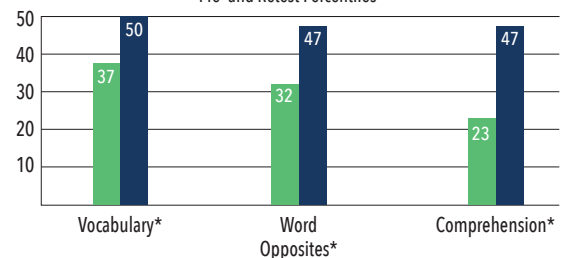
COMPREHENSION

Average hours: 101.5

Average age: 12.4

n = 5,633

Pre- and Retest Percentiles



Percentiles

Pre-test Retest

*Statistically significant ($p < .05$)
Years: 2008-2019

To view full results,
please visit our website.

