

“Watching student growth in such a short amount of time is proof that this instruction works!”

~ Sarah, a third grade elementary teacher

(800) 233-1819

LindamoodBell.com/For-Schools

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The Lindamood-Bell Learning Processes® Position Statement regarding Third-Party Workshops and Clinics

We, the owners and officers of Lindamood-Bell Learning Processes, have authored programs to develop language and literacy skills. We have also created Lindamood-Bell® Learning Centers, where we help individuals learn to their potential. The success of our founders' programs has fostered a growing number of third-party workshops and clinics in these programs, especially for the Visualizing and Verbalizing® (V/V®), Lindamood Phoneme Sequencing® (LiPS®), Seeing Stars® (SI™), and On Cloud Nine® (OCN™) programs.

- Just because a party is utilizing our copyrighted materials, or offering by name the programs our materials describe, does not mean you are receiving services from Lindamood-Bell Learning Processes on behalf of the originators and developers of the programs.
- Lindamood-Bell does not endorse third-party workshops or clinics because we cannot control or guarantee the quality or fidelity of these workshops or clinics.
- If you wish to confirm that a workshop or clinic is offered by Lindamood-Bell, please contact us at 800-233-1819 before attending the workshop or clinic.

All services subject to availability



Proven ✓
Tutoring





I believe, passionately, that all students can learn to read and comprehend to their potential.

Pat and Phyllis Lindamood and I authored programs to specifically develop the underlying foundations necessary for success in language and literacy skills—and thus success in all areas of school curriculum.

We would love to have you attend one of our wonderful Lindamood-Bell workshops and join us on this journey to maximize your students' achievement.

We believe in the potential of your students, and we would be honored to help you make a difference in their lives.

I wish you the best,

Co-founder

Lindamood-Bell Learning Processes

Closing the ACHIEVEMENT GAP IN JUST MONTHS OF INSTRUCTION

- ◆ Lindamood-Bell instruction is based on an individual's learning needs and embodies an interactive approach rooted in the science of reading.
- ◆ The primary cause of weaknesses in language and literacy skills is at the sensory level. Lindamood-Bell has pioneered programs that bring sensory-cognitive functions to consciousness and change an individual's ability to process language.
- ◆ The programs authored by Lindamood-Bell's founders develop the sensory-cognitive functions that underlie language and literacy skills.



Founders: Pat Lindamood and Nanci Bell

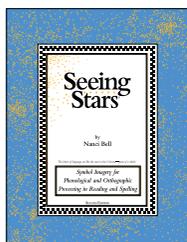
“Our evidence-based programs develop the imagery-language foundation necessary for reading, comprehension, and math.

We believe in you, and you can believe in us.”

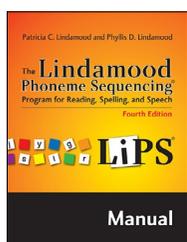
~ Nanci Bell



READING AND SPELLING



The **Seeing Stars**[®] program, by Nanci Bell, develops symbol imagery—the ability to visualize sounds and letters in words—as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency.



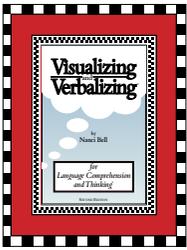
The **Lindamood Phoneme Sequencing**[®] (**LiPS**[®]) program, by Pat and Phyllis Lindamood, develops phonemic awareness, reading, spelling, and speech. Students discover the physical characteristics of each phoneme and use this kinesthetic feedback to verify sounds within words.

“Symbol imagery enables rapid word-reading and self-correction... and because the processing is not laborious and time-consuming, an individual’s guessing is reduced and reading fluency and comprehension are improved.”

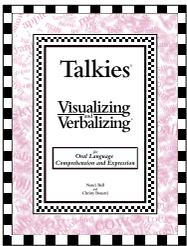
~ Nanci Bell



COMPREHENSION



The **Visualizing and Verbalizing® (V/V®)** program, by Nanci Bell, develops concept imagery – the ability to create an imaged gestalt from language – as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.



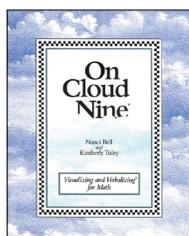
The **Talkies®** program, by Nanci Bell and Christy Bonetti, is the primer to the Visualizing and Verbalizing program for students who need simpler, smaller steps of instruction to establish the imagery-language connection.

“Research and clinical experience verify individuals may have a reading comprehension weakness separate from a word-reading weakness. The comprehension weakness is primarily caused by difficulty in creating mental imagery. For example, individuals may read words quickly and accurately, but they cannot understand what they read—the language appears to go in one ear and out the other.”

~ Nanci Bell



MATHEMATICS



The **On Cloud Nine® (OCN™)** program, by Nanci Bell and Kimberly Tuley, develops the ability to image and verbalize the concepts and processes of math. Concept imagery and numeral imagery are integrated with language to improve both mathematical reasoning and mathematical computation.

“Mathematics is cognitive processing—thinking—that requires the dual coding of imagery and language. Imagery is fundamental to the process of thinking with numbers.”

~ Nanci Bell



LEVELS OF PROFESSIONAL LEARNING

SYSTEMIC MODEL

Data-driven + Instructional Developmental Courses for a Sustainable Model

ADVANCED

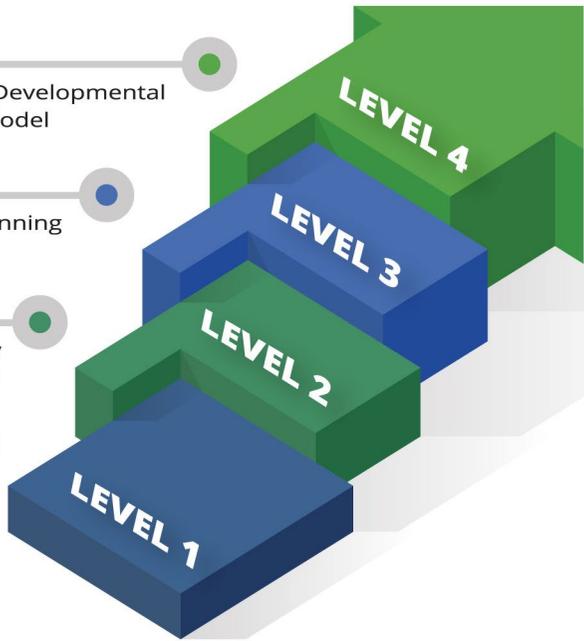
Coaching + Instructional Planning

REFINEMENT

Online Learning Community + Program Delivery Courses

INTRODUCTION

Sensory-Cognitive Workshop + Review Course



Level 1: Lindamood-Bell Workshops

~ Our workshops provide the unique opportunity to learn the steps of our founders' programs. Public events and in-services occur year-round.

Designed with dynamic, live, and self-paced courses, each level will enhance your knowledge of process-based, sensory-cognitive instruction to help meet the needs of all students. Our levels of professional learning support teachers in becoming proficient in their instructional craft through a continuous cycle of feedback, support, and improvement.

Workshops feature:

- Lindamood-Bell Professional Development Presenter
- Explanation and demonstration of program steps
- Presentation and discussion of student-instructor interaction videos
- Feedback during practice sessions
- Opportunity for practice with program kit materials
- Yearlong access to self-paced Review course
- Complimentary Lindamood-Bell Continuing Education Units (CEUs); other credit options available
- Exclusive discounts on materials

LINDAMOOD-BELL WORKSHOPS

>>> OUR ONLINE WORKSHOPS <<<

~ Scheduled workshops worldwide*

- Open to the public
- Appropriate for all types of educators, administrators, private specialists, and parents
- Ideal for individuals or small groups
- No prerequisites



*For dates and times of upcoming workshops:
LindamoodBell.com/workshop-schedule



>>> OUR IN-SERVICE WORKSHOPS <<<

~ The cost-effective option for groups

- Complimentary access to Level 2 Online Learning Community + Program Delivery; additional CEUs available
- Savings on per-person registration; large group discounts available
- Customized schedule and content

Call to learn more: (800) 233-1819

SUPPORT AFTER THE WORKSHOP

Develop your knowledge of our founders' *evidence-based* programs.

> CONTINUE YOUR PROFESSIONAL LEARNING <

Level 2: Online Professional Learning Community

~ Support for the first year of implementation

- Our popular Skills Boost self-paced course; topics include refining program delivery and pacing*
- Demonstration of program steps
- Live sessions with Lindamood-Bell instructional experts focused on classroom and small-group instruction
- Collaboration with peers around the world via discussion forums
- Printable materials for teacher and students

Learn more at:
lindamoodbell.com/imagery-language-connection

Level 3: Job-Embedded Professional Development

~ Maximize the value of your PD investment by establishing instructional leaders.

- Online interactive sessions in the classroom to develop instructional capacity and increase program fidelity
- Yearlong access to self-paced courses focused on developing instructional planning*
- District/school-specific collaborative meetings
- Project management

Using technology in your classrooms, we make follow-up support affordable and engaging.

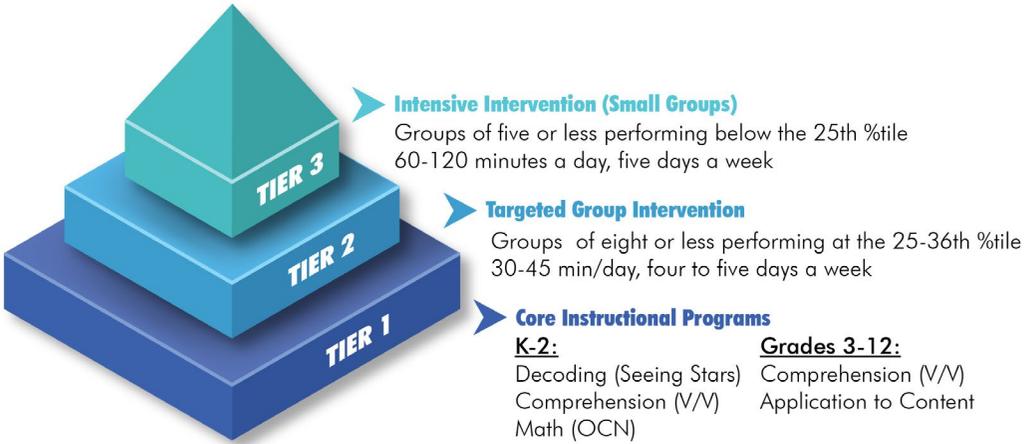


WATCH THE VIDEO TO SEE
ONLINE COACHING IN ACTION

*Continuing education credits available

COMPREHENSIVE SCHOOL PARTNERSHIPS

Lindamood-Bell Response to Intervention Framework



Level 4: Comprehensive School Partnerships

~ School Partnerships are a systemic implementation of our instruction, appropriate for School Improvement and School Turnaround initiatives.

- Increase student achievement in all tiers of instruction, with an emphasis on Tier 3 instruction.
- Access yearlong self-paced courses; topics include refining program delivery and pacing.*
- Build school capacity for teacher effectiveness, instructional leadership, data management, and overall RTI processes.

Features include:

ASSESSMENTS AND PROGRESS MONITORING

- Assessments
- Differentiated Instruction
- Response to Intervention (RtI)
- Application to School Curriculum

INCLUSIVE MTSS/RTI PLAN

- Early Literacy
- Special Education
- English Language Learners

ONGOING SUPPORT

- Coaching
- Lesson Plans
- Feedback

*Continuing education credits available



NEEDS ASSESSMENT

~ Schools can maximize resources with data-driven recommendations.

For Students

Identify the underlying causes of each student's struggle to read and comprehend.

- State assessment
- Benchmark/progress monitoring
- Universal screening

For Teachers

Identify the professional development gaps that coincide with student learning needs.

For Administrators

We discuss aggregate student performance data and how to address the skills needed.

- A customized plan for RTI
- Professional Development recommendations
- Recommendations for meeting student needs
- Systemic recommendations: scheduling, professional learning communities

LEARNING CENTER ON CAMPUS

~ Available through your local Lindamood-Bell Learning Center, the Learning Center on Campus creates an instant literacy center at your school. Our experienced instruction team offers assessment and direct instruction to your students.

The Lindamood-Bell Learning Center on Campus features:

- ✓ Evidence-based programs
- ✓ Lindamood-Bell instructional staff and quality control
- ✓ Needs assessments
- ✓ Daily, individualized instruction
- ✓ Targeted populations (may include SPED, EL)
- ✓ Strategies for classroom teachers and parents



You Can Order All Program Materials from



GANDER PUBLISHING

EDUCATIONAL MATERIALS

Get the kits you need to make a difference!

Visualizing & Verbalizing



To improve:

- Reading Comprehension
- Listening Comprehension
- Vocabulary and Writing
- Higher Order Thinking

Seeing Stars



To improve:

- Orthographic Awareness
- Phonological Awareness
- Word Recognition
- Reading Fluency



GanderPublishing.com

DYSLEXIA INTERVENTIONS



DYSLEXIA INTERVENTIONS



~ Meeting the needs of students with dyslexia

Our evidence-based and unique approach develops the underlying sensory-cognitive processes of phonemic awareness, symbol imagery, and concept imagery. Through **multisensory instruction**, our founders' programs integrate these critical foundational skills. The programs are highly effective for students with dyslexia and struggling readers because the instruction is **intensive, explicit, systematic, diagnostic, and cumulative**. For many students, deficits in these underlying sensory-cognitive skills can be remediated, allowing them to become independent, proficient readers. Further, our approach, used developmentally for at-risk students, may prevent the eventual diagnosis of dyslexia.

~ Rewiring the brain — evidence-based for dyslexia

With breakthroughs in brain science and technology, we have been at the forefront in helping to understand the dyslexic brain, and what to do about it. Brain plasticity is well documented in the learning process, and through proper diagnosis and intervention, we can rewire the brain and change patterns of brain activation associated with reading.

~ Professional development and support

To meet the needs of students with dyslexia, teachers must be highly trained in research-validated interventions and diagnostic assessments. Our workshops and job-embedded professional development can help meet the dyslexia policies of your state or district.

CASE STUDY



FORT SMITH PUBLIC SCHOOLS

Background:

Fort Smith Public Schools in Fort Smith, Arkansas, serves a large percentage of students who are at-risk of reading failure. Beginning in the 2017-18 school year, Fort Smith Public Schools implemented Lindamood-Bell instruction to address the specific needs of dyslexic students and provide a solid foundation for all early learners. The partnership has been cost-effective for schools and life-changing for students.

Professional Development

More than 300 teachers, including all K-2 classroom teachers, special education teachers, and reading interventionists, attended workshops to learn the steps of Visualizing and Verbalizing and Seeing Stars. The programs, written by Lindamood-Bell co-founder Nanci Bell, address the imagery-language foundation that underlies reading, spelling, language comprehension, memory, and critical thinking.

After the workshops, teachers continued learning throughout the year with job-embedded professional development. Support was provided in a cost-effective manner, via online coaching.

See for yourself the incredible story of Fort Smith's Professional Development.



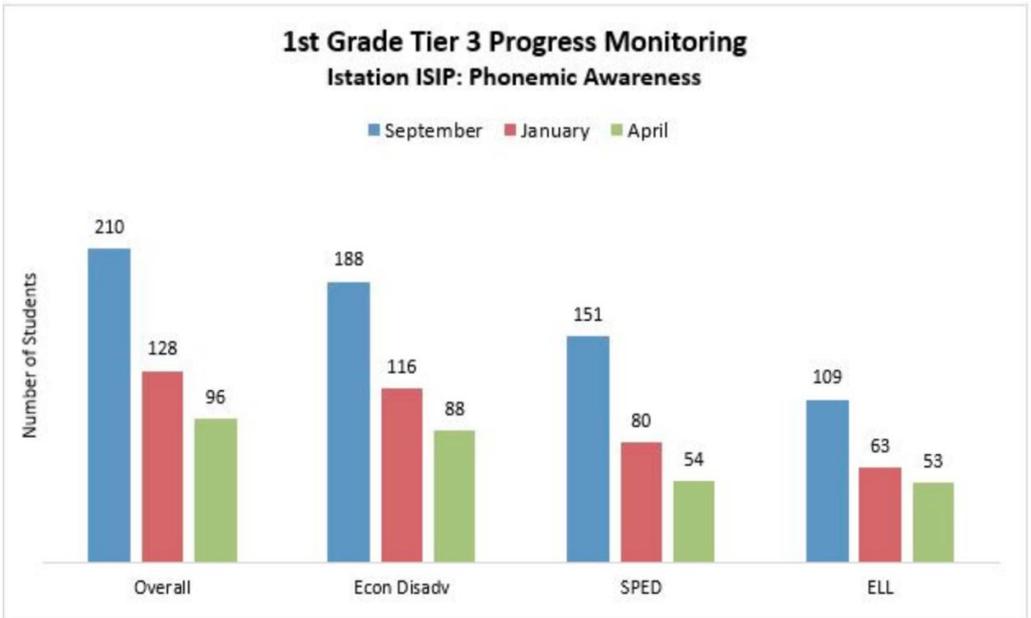
WATCH THE VIDEO

CASE STUDY

Results / Tier 3 Students

Student gains were measured with a universal screener, the Istation ISIP Phonemic Awareness subtest. In Fall 2017, 210 first-grade students scored in the lowest group, Tier 3, for Phonemic Awareness. Students scoring in the lowest tier qualified for immediate small-group reading intervention.

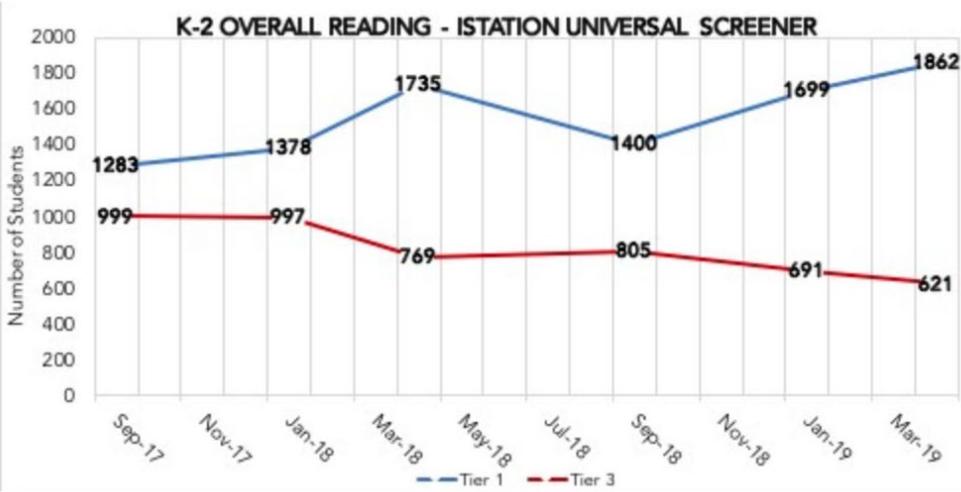
In January, the number of students in the lowest tier was reduced to 128, and by April, only ninety-six students still scored in the lowest tier. Crucially, these changes were reflected across the most-at-risk subpopulations of Economically Disadvantaged, Special Education, and English Language Learners. The results of this study illustrate that Lindamood-Bell instruction in the Seeing Stars program leads to improved reading, which is essential to achieving success with school curricula.



Longitudinal Results / Classroom Instruction:

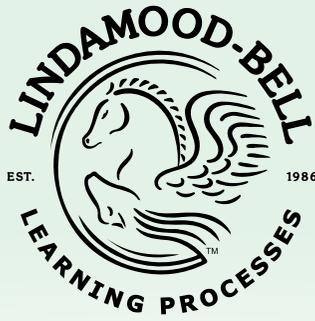
K-2 classroom implementation addressed a district goal of preventing literacy deficits from ever being established. All Kindergarten through second-grade teachers across the nineteen elementary schools attended Seeing Stars and Visualizing and Verbalizing workshops. Teachers implemented the programs fifteen minutes per day as a supplement to their core reading program, with support provided by Lindamood-Bell's online, job-embedded professional development team.

At the beginning of 2017-18, almost as many students (999) scored in the lowest tier on overall reading, as scored in the highest tier (1,283). Students scoring in Tier 3 are required by state law to receive intervention, placing substantial pressure on the district's capacity. As a result of implementing sensory-cognitive instruction in the whole classroom K-2 setting, by April of 2019, only 621 students scored in the lowest tier (a reduction of 378 students), with 1,862 students scoring in the highest tier (an increase of 579 students).



These changes were reflected across subpopulations of Economically Disadvantaged, Special Education, and English Language Learners. The results of this study illustrate that implementing Lindamood-Bell instruction in the Seeing Stars and Visualizing and Verbalizing programs in whole classroom settings leads to improved reading, which is essential to achieving success with school curricula.





GET STARTED



CALL TO REGISTER: **(800) 233-1819**



Attend a scheduled workshop.

Schedule and registration: lindamoodbell.com/workshop-schedule



Schedule an in-service.

Call for a quote.



“The gains on their test scores are incredible, but the changes in their personalities are equally impressive.”

~ Kristie, an educator



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