



LEARNING CENTERS & INSTRUCTION



“ We believe, passionately, that all children and adults can be taught to read and comprehend to their potential.

- Nanci Bell

”

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“The daughter that I see now loves to read . . . I cannot say enough good things about this program.”

- Zoe, a mother



We began in 1986 with a BIG DREAM and one small learning center in California.

I'm proud to tell you that we now have Lindamood-Bell Learning Centers around the world, and we have changed the lives of thousands of children and adults from over forty countries.

We develop the imagery-language foundation for learning and thinking. Our intensive instruction, four sessions a day, results in extraordinary gains in only weeks of instruction.

I believe in the potential of your child, and we want to make your big dreams come true.

All the best,

Co-Founder

Lindamood-Bell Learning Processes

over 35 years
of Helping Individuals Learn to Their Potential

LEARNING ABILITY EVALUATION

An accurate **Learning Ability Evaluation** is the **first step** in teaching individuals to learn to their **potential**.

- Evaluation administered **in person or online**
- Standardized measures of reading, comprehension, and math
- Identification of strengths and weaknesses
- Consultation to explain findings



“Our Learning Ability Evaluation may be one of the most important and valuable gifts you'll ever give your child.

We identify your child's strengths and weaknesses in learning so we can offer specific instruction to change those weaknesses into strengths.”

~ Nanci Bell

LEARNING SKILLS MEASURED

- ✓ Sounding Out Words
- ✓ Word Reading
- ✓ Paragraph Reading
- ✓ Reading Comprehension
- ✓ Spelling
- ✓ Vocabulary
- ✓ Math



A PARENT EXPLAINS

“Abigail is one of the most tenacious and determined young ladies I have ever met. Lindamood-Bell identified exactly what my wife and I had been seeing but didn’t have the language to articulate. Abigail had a symbol imagery deficit. The recommendation was for about 100 hours of one-on-one training, two hours a day, five days a week, for eight weeks. She loved going every day!

“About six weeks in, I found Abigail reading a second-grade book to her little brother on her bed, and that was not even remotely possible only six weeks prior. That’s what Lindamood-Bell means to me. In six weeks—the program wasn’t even over—Abigail went from struggling through pre-reading kindergarten-level stuff to being able to read second-grade material. To see her face light up on a daily basis with the progress that she was making, it was life-changing for our family!”

- Abigail’s father

CHECK OUT THE FULL VIDEO OF ABIGAIL HERE:

<https://lindamoodbell.com/story/abigail>



PROGRAMS



>>> YOU CAN ACHIEVE YEARS OF LEARNING GAINS <<<
IN JUST WEEKS OF INDIVIDUALIZED INSTRUCTION.

- ◆ Lindamood-Bell instruction utilizes unique programs.
- ◆ Traditional reading and tutoring programs focus on content-area instruction. Lindamood-Bell instruction focuses on the sensory-cognitive processing necessary for reading, comprehension, and math.
- ◆ Lindamood-Bell is the only official provider endorsed by the authors of the programs and offers the highest level of instructional quality and fidelity.



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

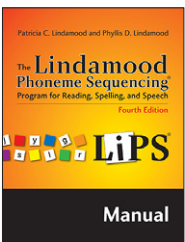




READING AND SPELLING



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.

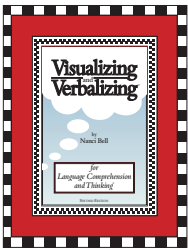
“The automaticity of symbol imagery allows for rapid processing and quick self-correction . . . and because the processing is not laborious and time-consuming, an individual’s reading fluency is maintained and guessing is reduced.”

~ Nanci Bell

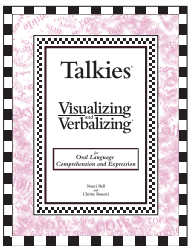
PROGRAMS



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.



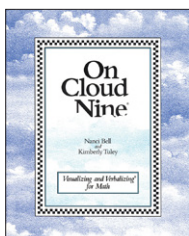
The **Talkies®** program, by Nanci Bell and Christy Bonetti, is the primer to the Visualizing and Verbalizing program, for students who need simpler, smaller steps of instruction to establish the imagery-language connection.

“ Clinical research and experience over the last thirty years indicate there is a separate comprehension weakness that is rarely identified. This weakness often undermines the reading process . . . It is weakness, based in the sensory system, in creating an imaged gestalt. ”

~ 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



LINDAMOOD-BELL INSTRUCTION

>>> IN-PERSON AND ONLINE INSTRUCTION <<<

- Evidence-based programs
- One-to-one instructor-student ratio
- Instructional quality team oversight
- Welcoming, comfortable environment for all ages

>>> SENSORY-COGNITIVE INSTRUCTION <<<

Recommendations are differentiated based on the learning needs of each individual student.

INTENSIVE INSTRUCTION

- One-to-one instructor-student ratio
- One to six sessions a day
- Five days per week
- Year-round availability





“ You have given her solid ground to stand on, a reason to believe in herself, and wings to fly! ”

~ Sheryl, a mother

>>> AFTER-SCHOOL INSTRUCTION <<<



APPLICATION TO CONTENT

- Application of sensory-cognitive skills to classroom content
- Instruction tailored to individual needs and schoolwork
- One-to-one instructor-student ratio
- One or more instructional sessions per day, one or more days per week
- Availability during the school year only



SCHOOLWORK SUPPORT

- Assistance for students with completing school assignments and homework independently
- Individualized attention
- Small-group or one-to-one environment
- Flexible scheduling
- One to two sessions, one or more days per week
- Availability during the school year only

Let's Create the MAGIC OF LEARNING

>>> ENRICHMENT <<<

Appropriate for students who are not currently recommended for sensory-cognitive instruction.



ACADEMIC PREP

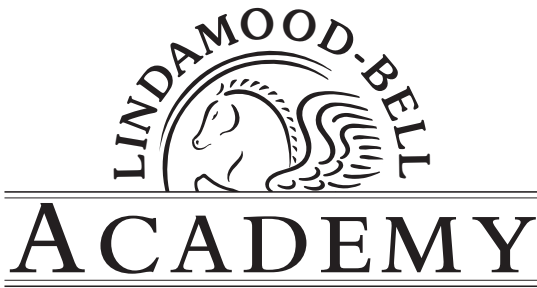
- Writing skills
- Study skills
- Note-taking
- Test-taking strategies
- Organizational skills
- One-to-one instructor-student ratio
- One to four sessions, one or more days per week



KINDERGARTEN BOOST

- Available for students four to six years old
- Early reading and comprehension skills
- One-to-one instructor-student ratio
- School year: one to two sessions, two or more days per week
- Summer: one to two sessions, five days per week





A Unique K-12 Private School

We are the **only** school that addresses a student's underlying learning ability and offers a full curriculum.

- In-person and online instruction
- One-to-one and small-group instruction
- Accredited California private school

“ I couldn't be happier with our choice. My son is blossoming because he is enjoying the personalized instruction of being in a small class. Not only are there no tears, he is actually excited to go to class. ”

~ A mother

RESEARCH

LINDAMOOD-BELL IS
> MORE THAN
research-based.

WE ARE **RESEARCH-VALIDATED!**

“ We are committed to ongoing analysis of our instruction efficacy and have the research to prove it. ”
- Nanci Bell



ROBERT PASTERNAK, PH.D.

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

Speaker at the 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 embed 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. ”

Our continued success is due to our

Unique Approach.

We accurately assess individual needs, provide evidence-based, sensory-cognitive instruction, and create an environment that is *safe, positive, and focused.*



We actively participate in peer-reviewed studies of our founders' programs and our instruction. We maintain our exceptional standard of quality by monitoring the results at our Learning Centers and school partnerships. Some examples:

Georgetown University

Gray matter volume changes following reading intervention in dyslexic children

Massachusetts Institute of Technology

Impact of intensive summer reading intervention for children with reading disabilities and difficulties in early elementary school

The University of Alabama at Birmingham

The impact of reading intervention on brain responses underlying language in children with autism

and

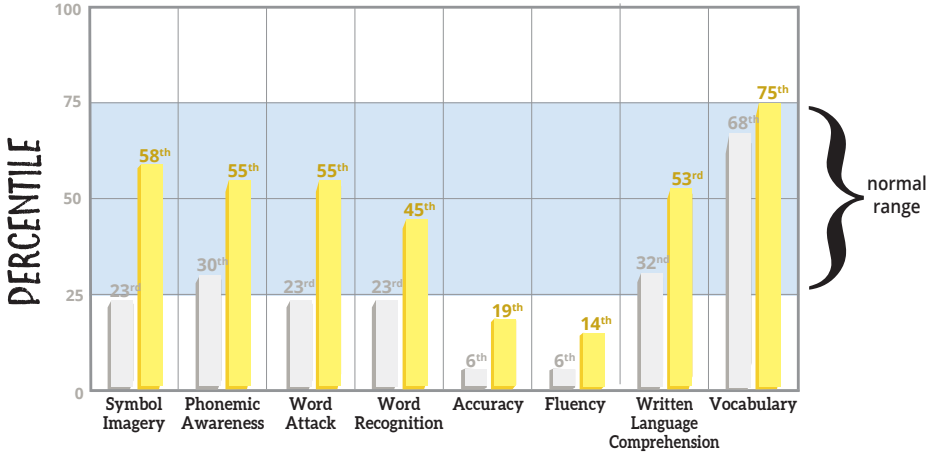
Changes in intrinsic connectivity of the brain's reading network following intervention in children with autism

LEARNING CENTER RESULTS

A SNAPSHOT OF STUDENT SUCCESS

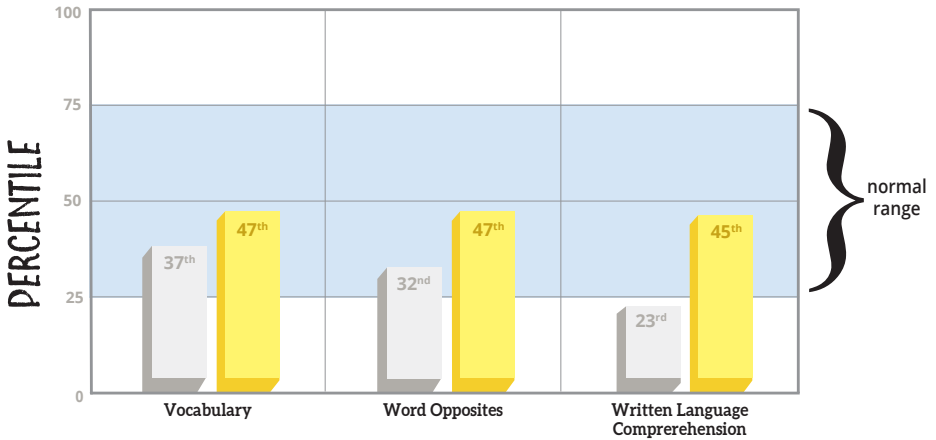
Decoding Instruction

Years: January 2008 - September 2021 Number of Students: 9,598



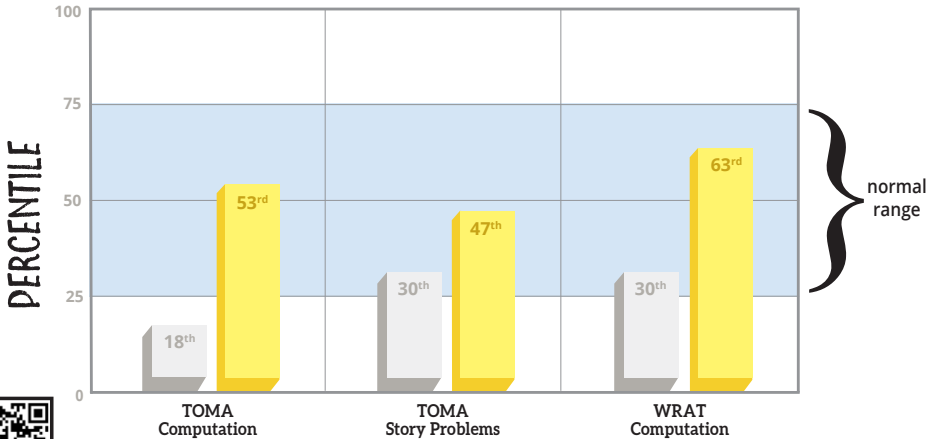
Comprehension Instruction

Years: January 2008 - September 2021 Number of Students: 5,882



Math Instruction

Years: January 2008 - September 2021 Number of Students: 203



[VIEW ALL RESULTS](#)

PRE-TEST POST-TEST

All results are statistically significant ($p \leq .0001$).

OUR STUDENTS



NUMBER AND PERCENTAGE OF STUDENTS BY PRIOR DIAGNOSIS

n= 11,468

Attention Deficit Hyperactivity Disorder (ADHD)



Multiple Diagnoses



Dyslexia



Specific Learning Disability



Autism Spectrum Disorder



Speech or Language Impairment



Central Auditory Processing Disorder



Hyperlexia



Note: The 11,468 students are out of the 25,186 students with over 40 hours of Lindamood-Bell instruction in one or more of our sensory-cognitive programs.

It is important to note that *55% of the students* did not have a diagnosis prior to their Lindamood-Bell instruction. However, many of those students meet the criteria for language-based disabilities.

REAL STUDENTS, REAL STORIES

MEET WILLIAM!

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

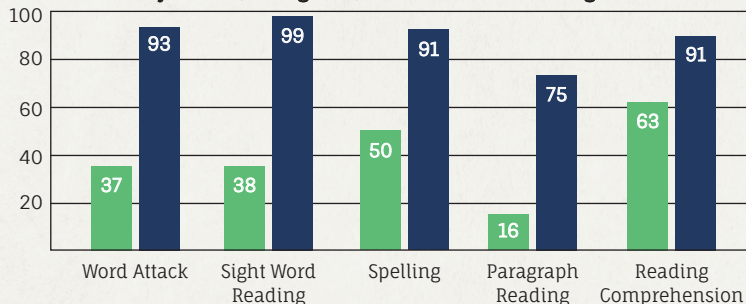
- Rodney, a parent



Decoding Instruction

Pre- and Post-test Percentiles

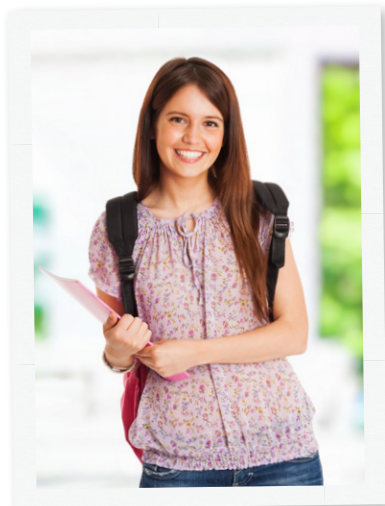
Seven year old, first grade, 100 hours of decoding instruction



“The daughter that I see now loves to read. Lindamood-Bell was able to provide the right setting, instructors, and resources to aid Amanda in her comprehension deficit and build her self-esteem that had been robbed by years of wrong placement and diagnosis.”

-Erin, a mother of a college student

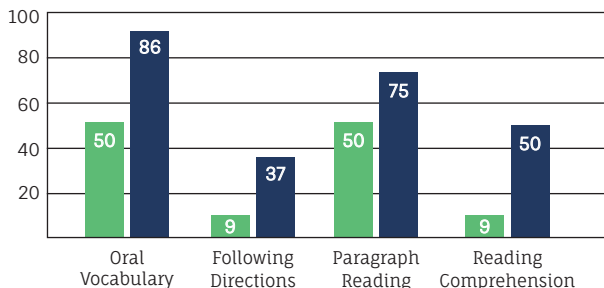
MEET AMANDA!



Comprehension Instruction

Pre- and Post-test Percentiles

Nineteen year old, college student, 140 hours of comprehension instruction



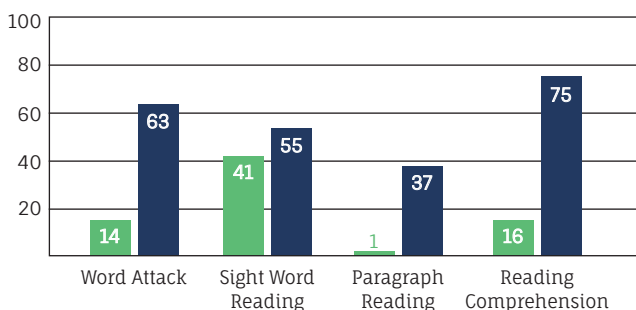


MEET BRANDON!

“Brandon’s entire experience at Lindamood-Bell has elevated him academically and emotionally, enabling him to reach a new maturity.”

- Kacey, a father

Decoding Instruction
Pre- and Post-test Percentiles
Eleven year old, fifth grade, 140 hours of decoding instruction



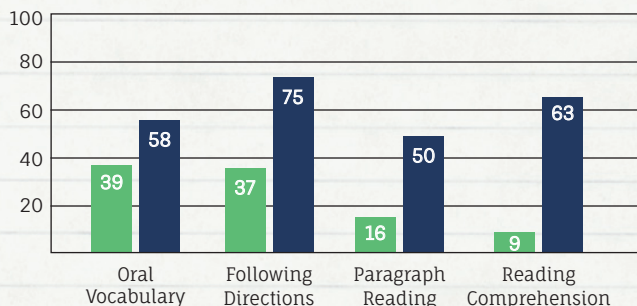
MEET JENNA!

“We never anticipated Jenna’s progress would be so quick and astonishing. Her reading improved from not even being able to sound out the first letter of a word to being an avid reader.”

- Nate, a father







Decoding & Comprehension Instruction
Pre- and Post-test Percentiles
Ten year old, fifth grade, 165 hours of decoding and comprehension instruction





≡ GET STARTED TODAY! ≡

At Lindamood-Bell, there are many ways to get connected with our individualized services, online or in-person.

-  Visit LindamoodBell.com for more information.
-  Speak with one of our knowledgeable Center Directors about your student.
-  Schedule an evaluation to assess your student's learning strengths and weaknesses.
-  Schedule intensive instruction and experience the difference Lindamood-Bell can make.

CALL (800) 300-1818
OR SCAN TO FIND YOUR
NEAREST LOCATION.



“After several weeks in the program, my son gained two years in reading. I can't help but tear up every time I hear him read.”
- Shelly, a mother



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