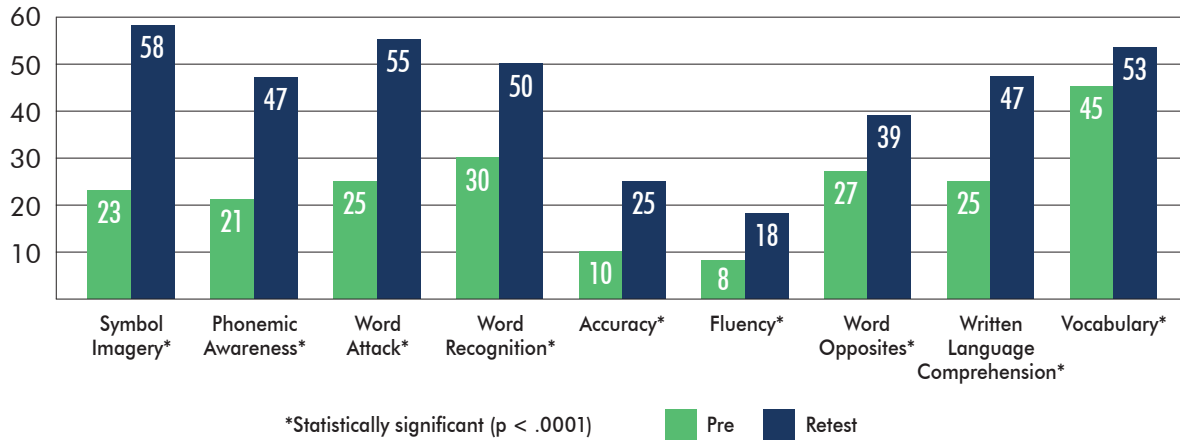




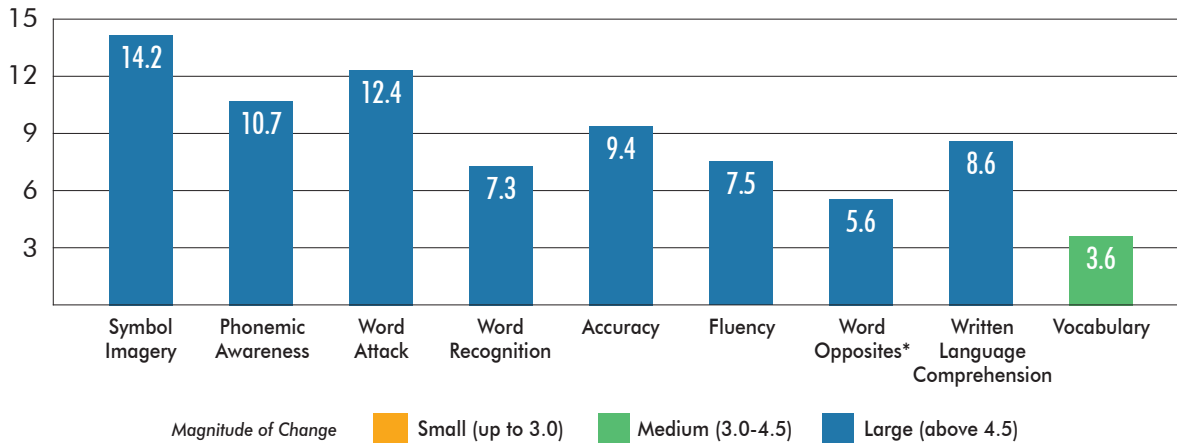
Attention Deficit Hyperactivity Disorder (ADHD)

Students with a Prior ADHD Diagnosis Who Received Decoding and Comprehension (Combined) Instruction

Pre- and Retest Percentiles



Average Standard Score Changes



Summary

Lindamood-Bell Instruction Implemented: Seeing Stars and Visualizing and Verbalizing

Years: Jan. 2008 - Sept. 2021

Number of Students: 1,875

Average Age: 11.6

Average Instruction Hours: 150.6

Results: Students with a prior ADHD diagnosis, who had both decoding and language comprehension difficulties, received both Seeing Stars and Visualizing and Verbalizing instruction. These students achieved significant improvements in decoding and comprehension. They made large (statistically significant) standard score changes on eight of nine measures. Additionally, the 20-point percentile increase in Word Recognition and 22-point percentile increase in Written Language Comprehension puts these students well within the normal range (25th–75th percentile).