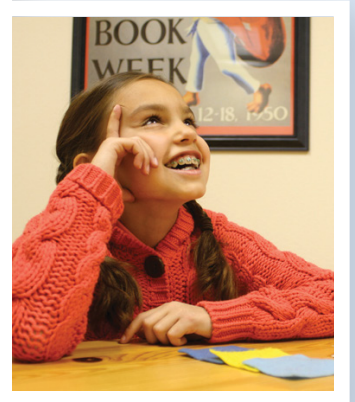




# LEARNING CENTER RESULTS

January 2008 - December 2023



*Over 35 years of Helping Individuals Learn to Their Potential*



# Table of Contents

---

Introduction .....	3
Lindamood-Bell Learning Centers .....	4
Lindamood-Bell Student Profiles .....	4
Learning Ability Evaluation.....	5
Students with Prior Learning Profile Identifications .....	6
Results by Types of Instruction	
<i>Decoding</i> .....	7
<i>Comprehension</i> .....	8
<i>Decoding and Comprehension (Combined)</i> .....	9
<i>Math Focus</i> .....	10
<i>Math &amp; Comprehension Focus</i> .....	11
<i>Live-Online and In-Person Instruction (Decoding Only)</i> .....	12
<i>Live-Online and In-Person Instruction (Comprehension Only)</i> .....	13
<i>Live-Online and In-Person Instruction (Decoding and Comprehension)</i> .....	14
Results from Prior Diagnoses	
<i>Attention Deficit Hyperactivity Disorder (Decoding Only)</i> .....	15
<i>Attention Deficit Hyperactivity Disorder (Comprehension Only)</i> .....	16
<i>Attention Deficit Hyperactivity Disorder (Decoding and Comprehension)</i> .....	17
<i>Dyslexia (Decoding Only)</i> .....	18
<i>Dyslexia (Decoding and Comprehension)</i> .....	19
<i>Specific Learning Disability (Decoding Only)</i> .....	20
<i>Specific Learning Disability (Comprehension Only)</i> .....	21
<i>Autism Spectrum Disorder</i> .....	22
<i>Central Auditory Processing Disorder</i> .....	23
<i>Hyperlexia</i> .....	24
Results for Specific Groups of Students	
<i>Special Education (Decoding Only)</i> .....	25
<i>Special Education (Comprehension Only)</i> .....	26
<i>English as a Second Language (Decoding Only)</i> .....	27
<i>English as a Second Language (Comprehension Only)</i> .....	28
<i>Pre-Kindergarten</i> .....	29
<i>Middle School</i> .....	30
<i>High School</i> .....	31
<i>Adult</i> .....	32



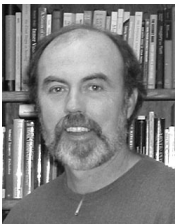
# Introduction

---

Over the course of more than three decades, Lindamood-Bell has been honored to work with tens of thousands of children and adults. Through our founders' programs, our sensory-cognitive instructional methodologies, and evidence-based Cognitive Science of Learning findings, we offer a theoretically sound, brain-based literacy foundation for learning, helping our students achieve their potential.

Our students include struggling readers who are just starting to learn the phonetic and orthographic structure of English (sounds and letters) and those who are not comprehending what they read or hear. We serve a diverse population of students, such as students who speak English as a second language, those who have been previously diagnosed with language-based disabilities, including dyslexia, developmental delays, or autism, and those who simply have not been taught to read effectively in school. Our continued success in addressing the varied needs of these individuals is due to our comprehensive approach of individualized diagnoses and evidence-based research on sensory-cognitive differentiated instruction.

The enclosed data summary highlights the results of our internal accountability reporting on the work we do in our Learning Centers and Lindamood-Bell Academy. As we address the needs of the individuals we serve, we continue to support and participate in neuroscientific studies of our founders' sensory-cognitive programs with the United States Department of Education and research universities. Our goal is to utilize and continually improve upon state-of-the-science diagnosis and instruction toward literacy development, setting a standard for world-class quality literacy instruction.



Sincerely,

A handwritten signature in cursive script that reads "Paul Worthington".

Paul Worthington  
Director of Research and Development

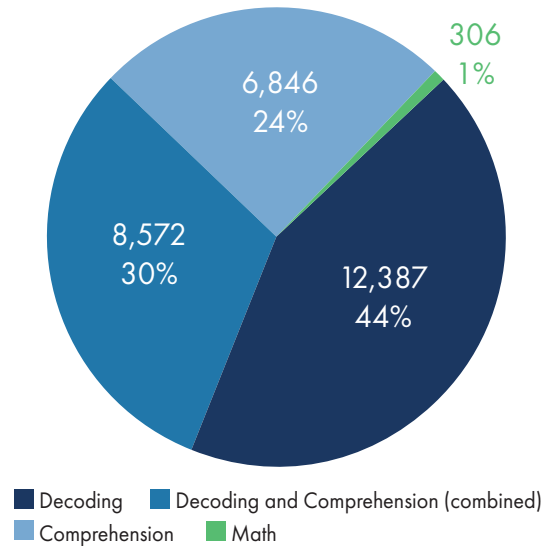
# Lindamood-Bell® Learning Centers

From the beginning of January 2008 to end of December 2023, Lindamood-Bell Learning Centers have assessed and provided for over 28,000 students in one or more of our sensory-cognitive programs (Seeing Stars, Visualizing and Verbalizing, On Cloud Nine, Talkies, and/or Lindamood Phoneme Sequencing).

Please Note: For the categorical reporting found herein, the numbers of students reported on is based on the number of students with a complete testing battery specific to the program of instruction being analyzed. The pie chart below disaggregates these students by predominant learning need(s) who have received a minimum of 40 hours of sensory-cognitive instruction.

Learning Focus of Instruction

†n = 28,280



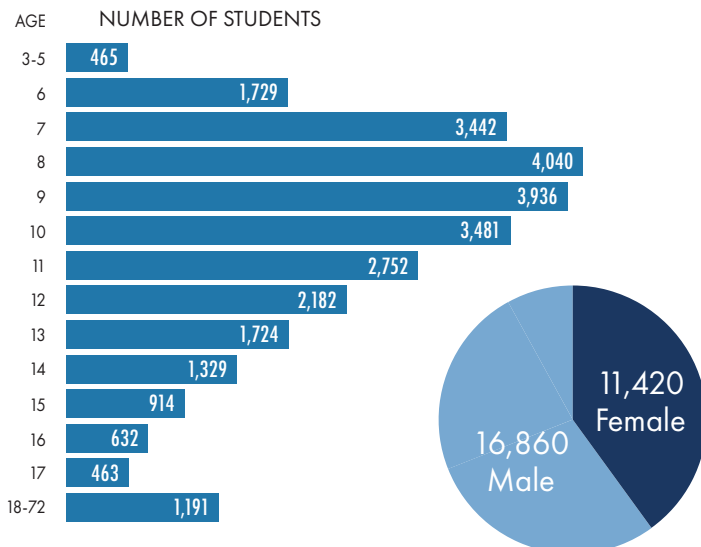
†There were 164 Talkies Only and 5 Lindamood Auditory Phoneme Sequencing Only students.

## Student Profiles

The tables below show the distribution of the ages and grades of more than 28,000 students who received instruction at our Learning Centers from January 2008 to December 2023.

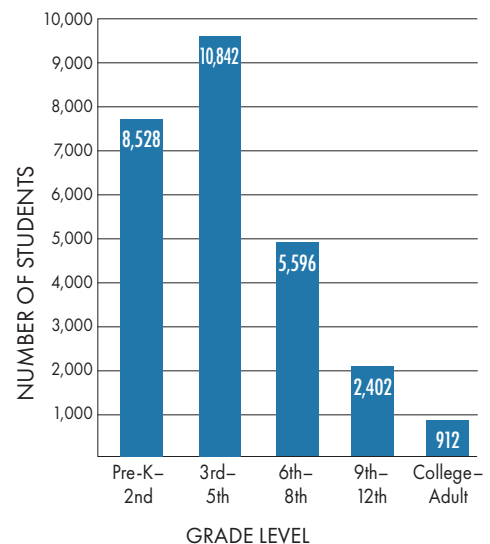
Ages of Our Students

n = 28,280



Grade Levels of Our Students

n = 28,280



# Learning Ability Evaluation

Each student receives a Learning Ability Evaluation to determine his or her areas of strength and weakness in reading, spelling, comprehension, and math.

Test	Task
Symbol Imagery	Image and manipulate orthographic and phonemic patterns
Phonemic Awareness	Perceive sounds in isolation and within words
Word Attack	Read a list of progressively difficult nonsense words
Word Recognition	Read a list of progressively difficult real words
Spelling	Spell a list of progressively difficult real words
Vocabulary	Select one picture from four that matches a spoken word
Word Opposites	Say the opposite of a verbally provided word
Math Computation	Solve problems from basic arithmetic fractions to basic algebra
Math Story Problems	Read and solve simple to complex story problems that require computation
Paragraph Reading Rate, Accuracy, and Fluency	Read paragraphs aloud

## Percentiles

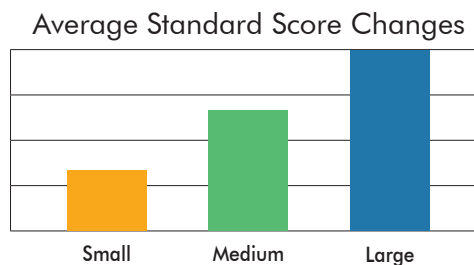
One of the most common ways test publishers provide results is through the use of percentiles. A percentile score is a ranking (1 to 99) among people of the same age range. For example, if a student scores at the 75th percentile, he or she scores as well or better than 75% of people the same age. The following can be used to interpret percentiles:

Percentiles	Range	Definition
Below 25 <sup>th</sup>	Below Normal	Weakness
25 <sup>th</sup> - 36 <sup>th</sup>	Within Normal	Moderate Difficulty
37 <sup>th</sup> - 62 <sup>nd</sup>	Within Normal	Adequate Ability
63 <sup>rd</sup> - 74 <sup>th</sup>	Within Normal	Ease
At or above 75 <sup>th</sup>	Above Normal	Strength

Standard scores (see Standard Scores below) are averaged and converted to percentiles based on a normal distribution of a given age of the population. For example, an average standard score of 100 for a group of students is equivalent to the 50th percentile.

## Standard Scores

A standard score is a raw score that has been transformed to a common scale (mean of 100 and standard deviation of 15) so growth comparisons can be made. Standard score changes are used to determine the magnitude of change from pre- to retest. Student growth is determined by measuring the difference between pre and post assessments, yielding a standard score change. While there is no definitive interpretation, researchers generally agree that a standard score change of practical significance ranges from 3.0 to 4.5 points.



## Analyzing Learning Progress

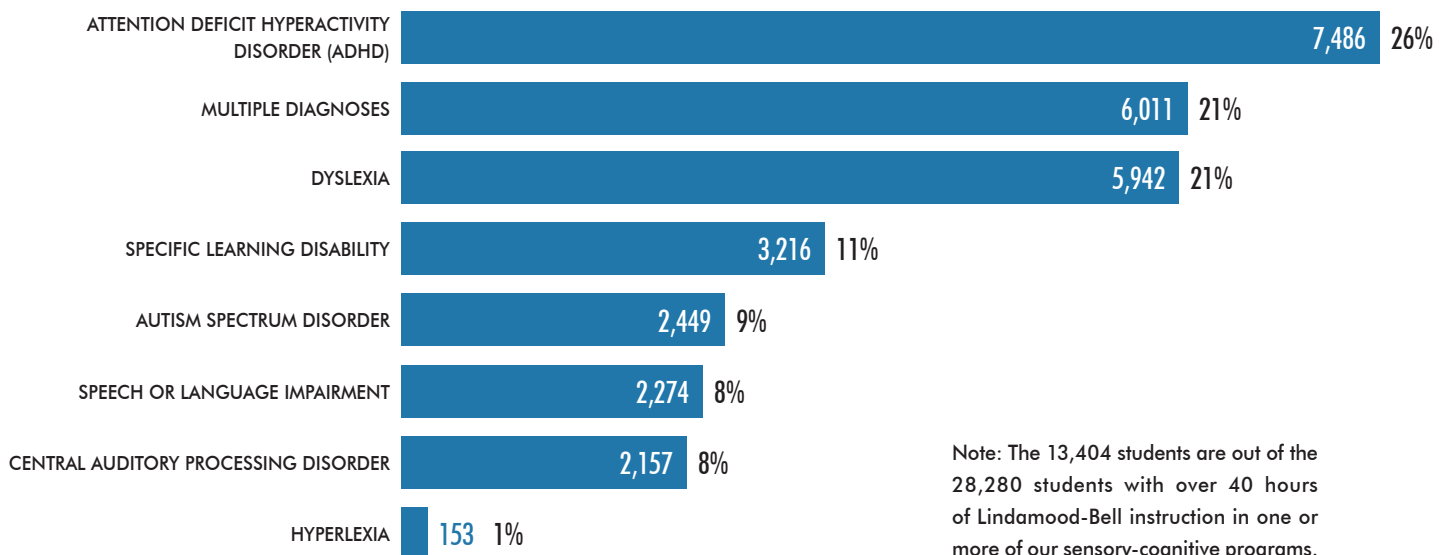
Pre- to retest results that are deemed statistically significant ( $p < .0001$ ), not due to chance, are noted with an asterisk. For accurate psychometric comparative analysis, paired  $t$  tests are performed on standard scores.

# Students with Prior Learning Profile Identifications

Overall, approximately 47% of Lindamood-Bell students reported having received a learning profile identification prior to Lindamood-Bell instruction.

- Attention Deficit Hyperactivity Disorder
- Multiple Diagnoses
- Dyslexia
- Specific Learning Disability
- Autism Spectrum Disorder
- Speech or Language Impairment
- Central Auditory Processing Disorder
- Hyperlexia

Number and Percentage of Students by Specific Prior Diagnosis(es)  
n = 13,404



**53% of students did not have a diagnosis prior to their Lindamood-Bell instruction. However, many of those students meet the criteria for language-based disabilities.**

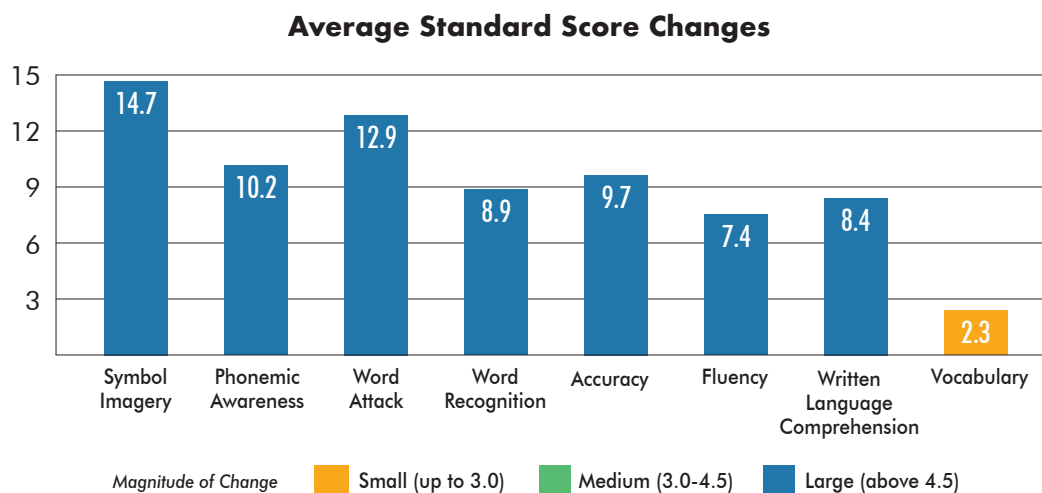
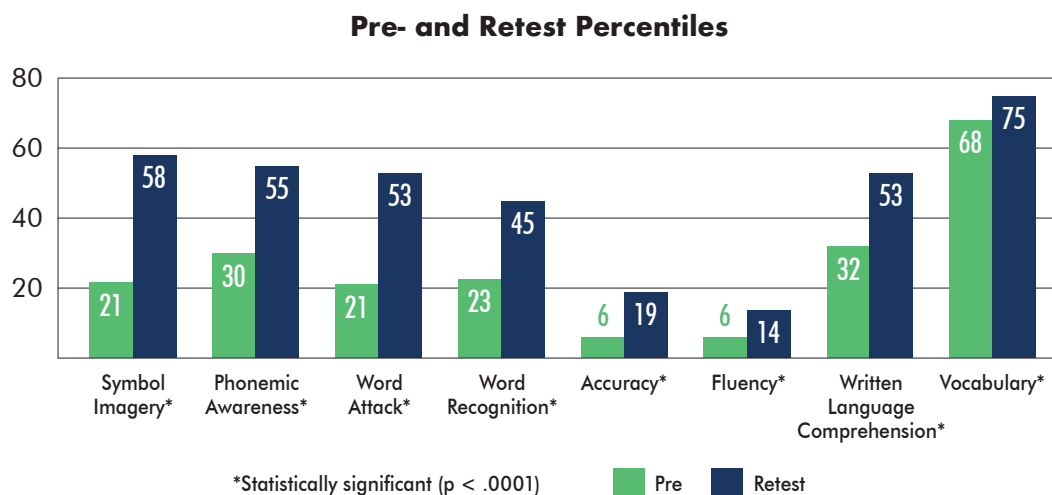
Many individuals have sought help from their school districts and other reading instruction providers before seeking help from Lindamood-Bell. Individuals who reported...

- Receiving special education and/or on a 504 plan: 38%
- Repeating a grade: 9%
- Receiving speech therapy: 33%
- Being identified as gifted: 5%
- Receiving remedial reading help at school: 27%



# Decoding

## Results of Students Who Received Decoding Instruction Only



### Summary

**Lindamood-Bell Instruction Implemented:**  
Seeing Stars

**Years:**  
Jan. 2008 – Dec. 2023

**Number of Students:**  
10,796

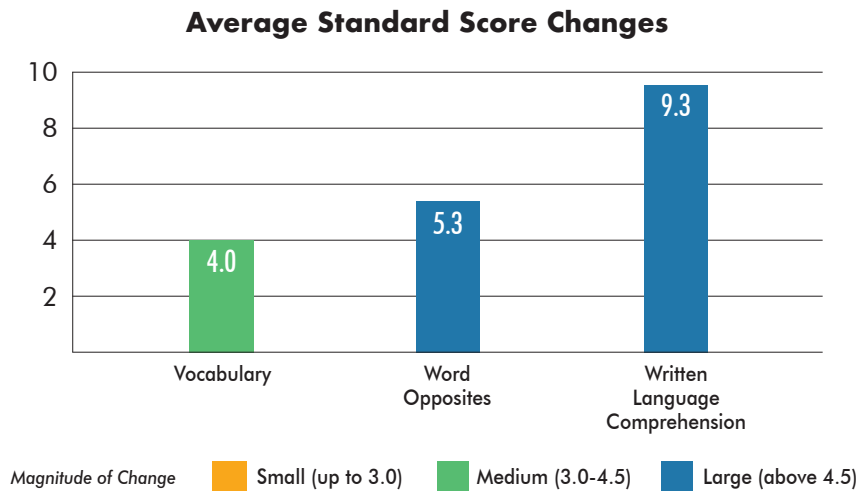
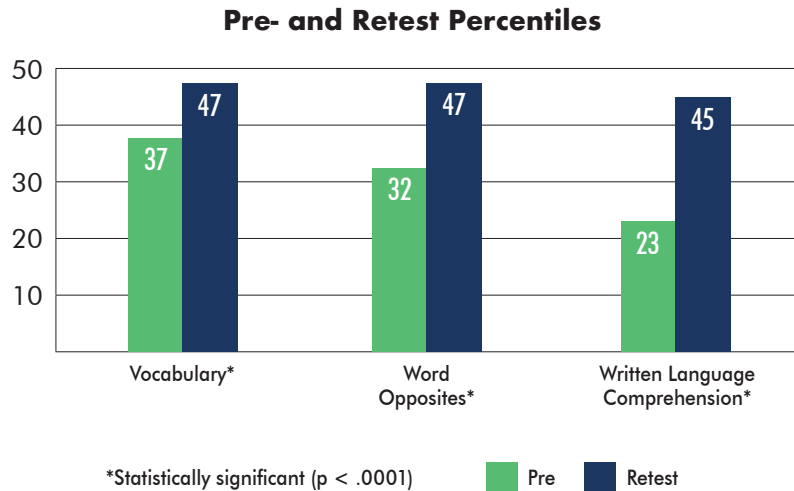
**Average Age:**  
9.6

**Average Instruction Hours:**  
112.1

**Results:** On average, students who received Seeing Stars® instruction for decoding issues achieved significant improvements in reading. Our Decoding Only student population represents about 44% of the total Learning Center population. They made large (statistically significant) standard score changes on seven of eight measures. Vocabulary was not a targeted measure of instruction. Additionally, the 22-point percentile increase in Word Recognition put these students within the normal range (25th–75th percentile). While the largest average standard score change can be seen on the Symbol Imagery (orthographic processing) measure, it is important to note the large average standard score change in Written Language Comprehension. After an average of 112.1 hours of instruction, student scores in Written Language Comprehension grew closer to Vocabulary performance, where students averaged in the 68th percentile at pretest and the 75th percentile at retest.

# Comprehension

## Results of Students Who Received Comprehension Instruction Only



### Summary

**Lindamood-Bell Instruction Implemented:**  
Visualizing and Verbalizing

**Years:**  
Jan. 2008 – Dec. 2023

**Number of Students:**  
6,462

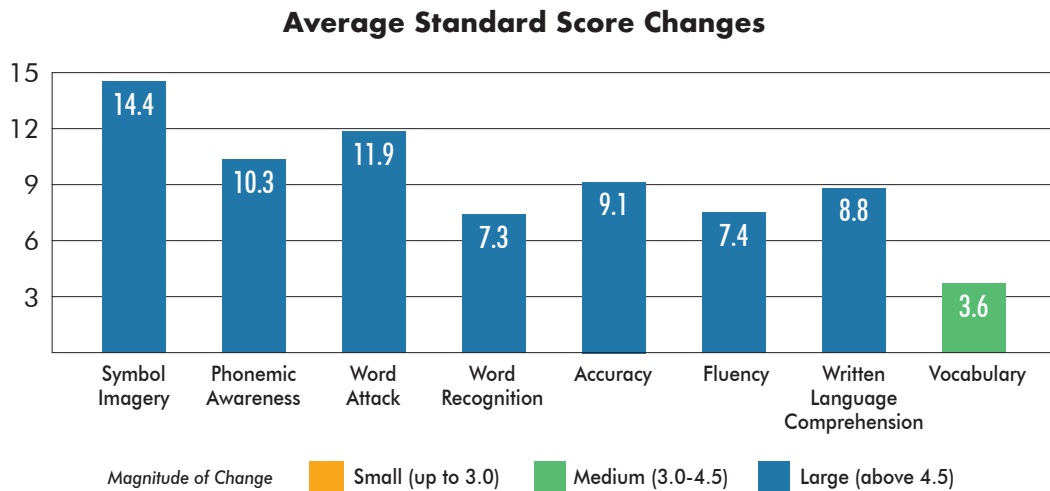
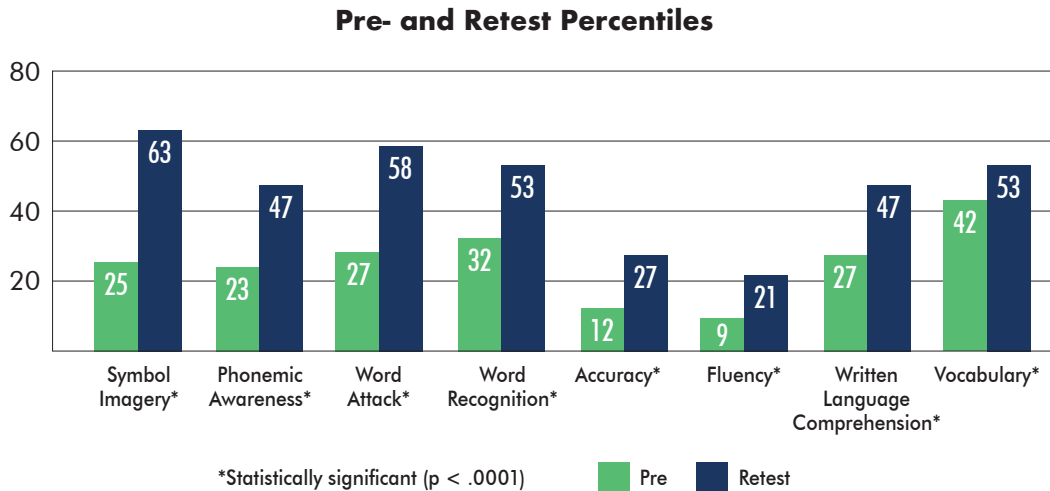
**Average Age:**  
12.4

**Average Instruction Hours:**  
103.8

**Results:** On average, students who received Visualizing and Verbalizing® instruction achieved significant improvements in areas associated with language comprehension. Our Comprehension Only student population represents about 24% of our total Learning Center population. They made large (statistically significant) standard score changes on two of the three measures. Additionally, the 22-point percentile increase in Written Language Comprehension moves these students from a deficit condition to well within the normal range (25th– 75th percentile).

# Decoding & Comprehension (Combined)

## Results of Students Who Received Both Decoding and Comprehension Instruction



### Summary

**Lindamood-Bell Instruction Implemented:**

Seeing Stars and Visualizing and Verbalizing

**Years:**

Jan. 2008 - Dec. 2023

**Number of Students:**

7,704

**Average Age:**

11.4

**Average Instruction Hours:**

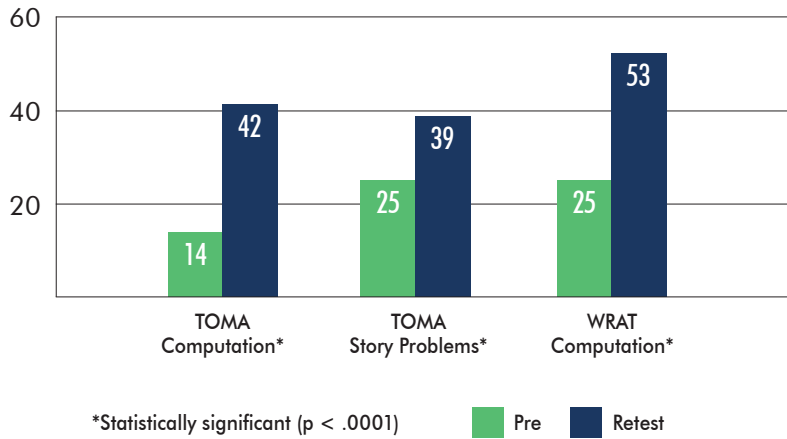
147.5

**Results:** On average, students who received Seeing Stars combined with Visualizing and Verbalizing instruction achieved significant improvements in decoding and comprehension. Our combined focus student population represents about 30% of our total Learning Center population. They made large (statistically significant) standard score changes on seven of eight measures. Although the large average standard score gain on the Word Recognition measure is notable, it is equally if not more important to note the large average standard score gains in Paragraph Reading Accuracy and Written Language Comprehension.

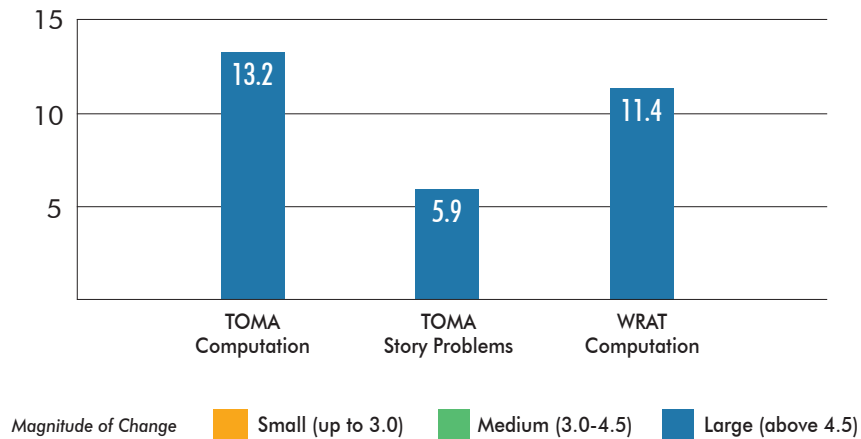
# Math Focus

## Results of Students Who Received Primary Instruction in Mathematics

**Pre- and Retest Percentiles**



**Average Standard Score Changes**



### Summary

**Lindamood-Bell Instruction Implemented:**  
On Cloud Nine Math

**Years:**  
Jan. 2008 – Dec. 2023

**Number of Students:**  
267

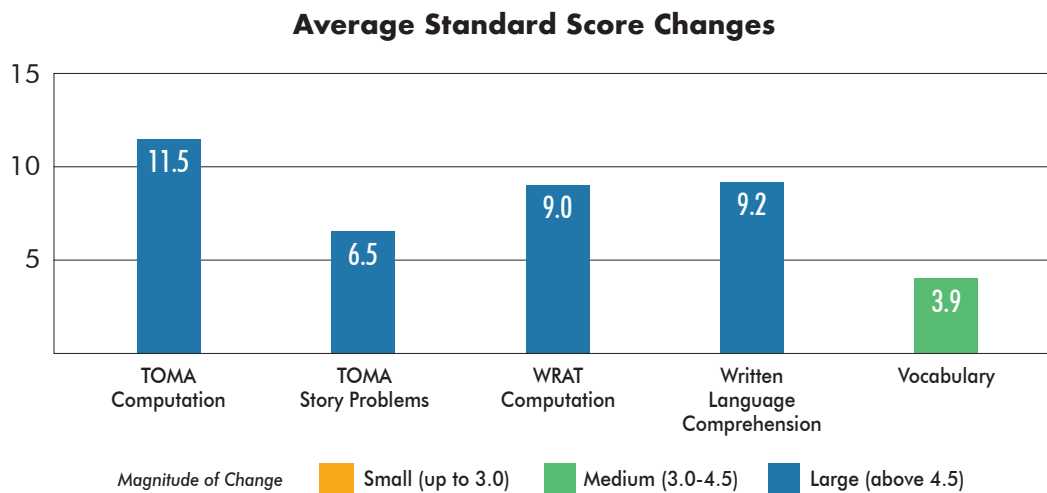
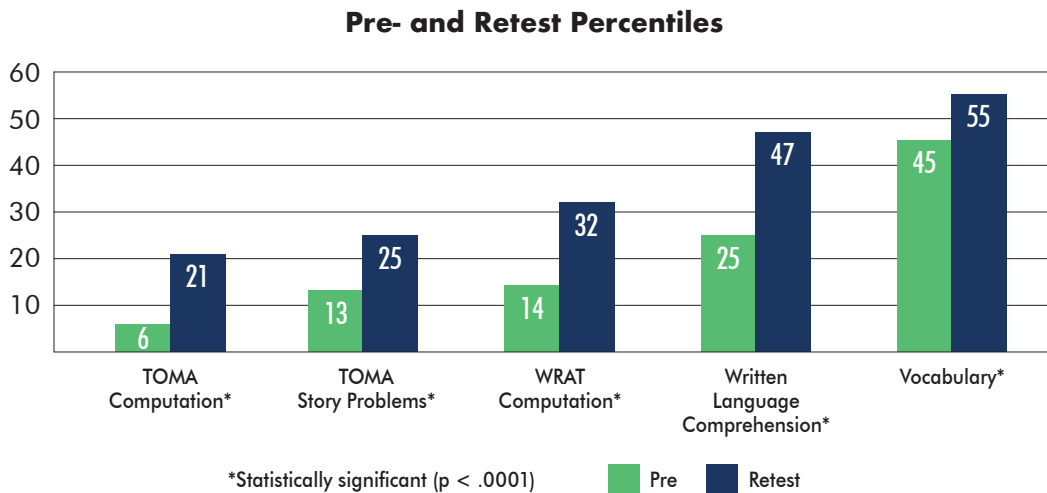
**Average Age:**  
10.7

**Average Instruction Hours:**  
78.3

**Results:** On average, students who received all or most of their instruction in On Cloud Nine Math achieved significant improvements in math. They made large (statistically significant) standard score changes on all mathematics subtests. The 28-point percentile increase in TOMA Computation puts these students within the normal range (25th–75th percentile). (Of the 267 students, the TOMA Computation subtest was computed out of 188 students and the TOMA Story Problems subtest computed out of 194 students as a result of missing pre- or retest data.)

# Math & Comprehension Focus

Results of Students Who Received At Least 20 hours of Comprehension Instruction and Any Math Instruction



## Summary

### Lindamood-Bell

#### Instruction Implemented:

Visualizing and Verbalizing and On Cloud Nine Math

#### Years:

Jan. 2008 – Dec. 2023

#### Number of Students:

681

#### Average Age:

12.1

#### Average Instruction Hours:

229.4

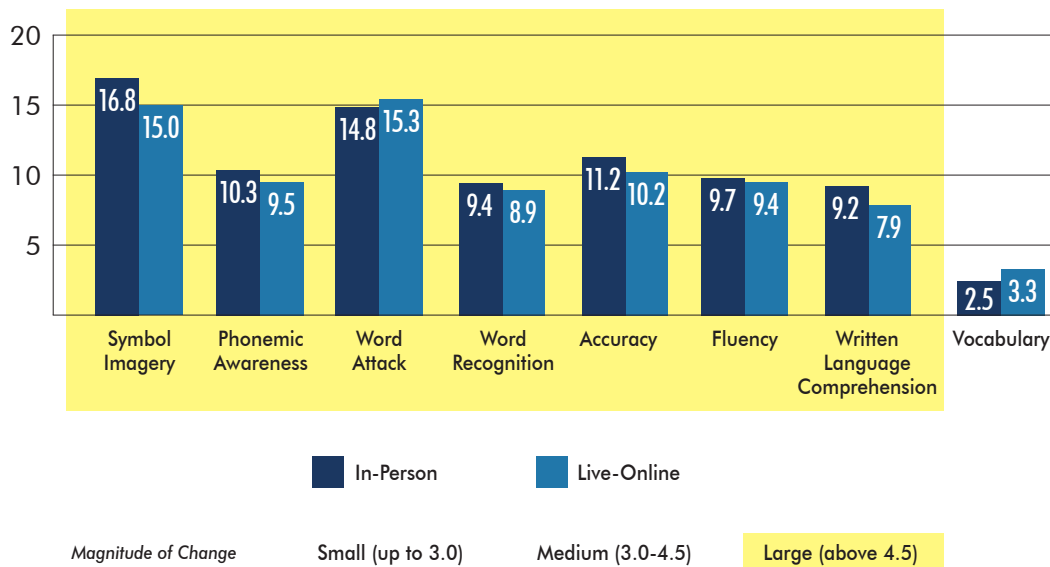
**Results:** On average, students who received instruction in Visualizing and Verbalizing and On Cloud Nine Math achieved significant improvements in math. They made large (statistically significant) standard score changes on all measures. The 22-point percentile increase in Comprehension (not graphed) and significant growth in Computation puts these students within the normal range (25th–75th percentile). (Of the 681 students, the TOMA Computation subtest was computed out of 271 students, the TOMA Story Problems subtest out of 300 students, the GORT Comprehension subtest was out of 642, and the PPVT was out of 647, as a result of missing pre- or retest data.)

# Comparative Results Between Live-Online and In-Person Instruction

The following shows that all measures were comparable in progress between the two populations for Lindamood-Bell students over the years 2017 to 2023.

## Decoding

Average Standard Score Changes



### Summary

#### Lindamood-Bell

#### Instruction Implemented:

Seeing Stars

#### Years:

2017 - 2023

#### Number of Students:

In-Person Students  $n=369$

Live-Online Students  $n=121$

#### Average Age:

In-Person Students: 9.3

Live-Online Students: 10.0

#### Average Instruction Hours:

In-Person Students: 107.0

Live-Online Students: 107.3

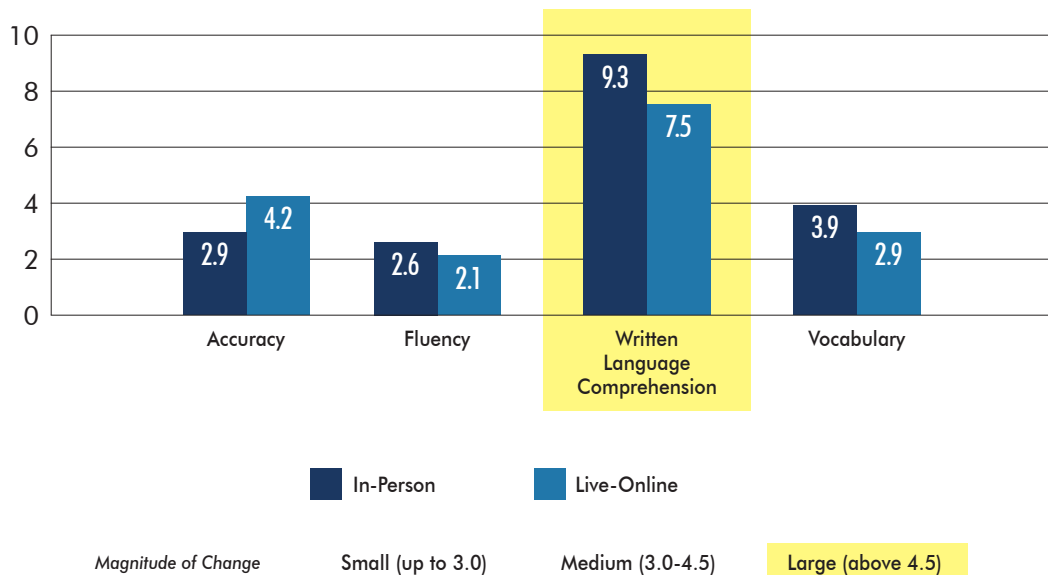
**Results:** Live-online and in-person students tested statistically significantly higher on post-instruction on all measures: word attack, word recognition, paragraph accuracy, paragraph fluency, vocabulary, reading comprehension, phoneme awareness and symbol imagery. Both populations achieved large standard score gains on eight of nine measures. Vocabulary was not a targeted measure.

# Comparative Results Between Live-Online and In-Person Instruction

The following shows that all measures were comparable in progress between the two populations for Lindamood-Bell students over the years 2017 to 2023.

## Comprehension

Average Standard Score Changes



### Summary

#### Lindamood-Bell

**Instruction Implemented:**  
Visualizing and Verbalizing

**Years:**  
2017 - 2023

**Number of Students:**  
In-Person Students  $n=304$   
Live-Online Students  $n=92$

**Average Age:**  
In-Person Students: 11.9  
Live-Online Students: 13.1

**Average Instruction Hours:**  
In-Person Students: 97.7  
Live-Online Students: 102.6

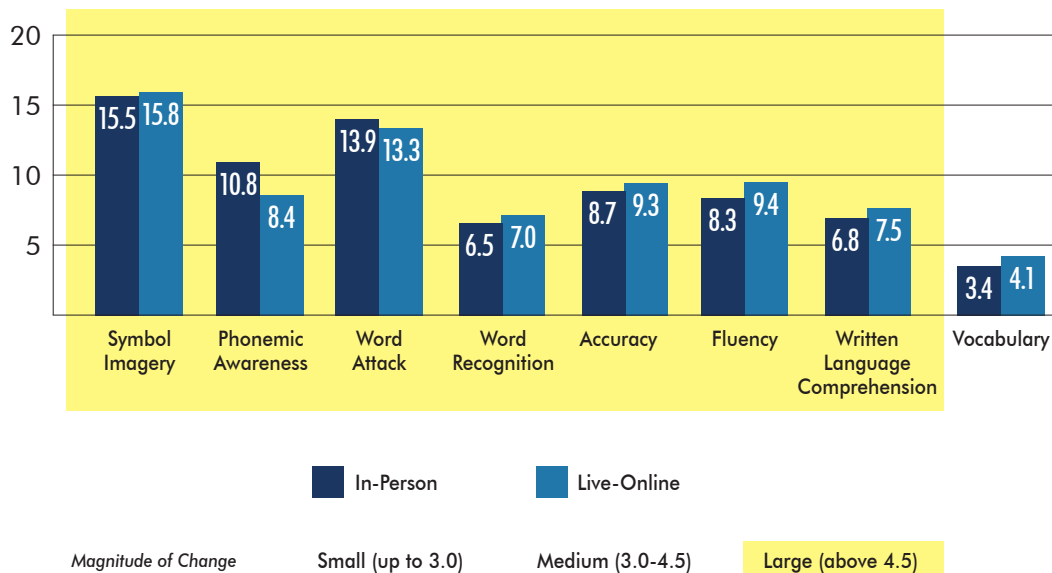
**Results:** Live-online and in-person students tested statistically significantly higher on post-instruction on all measures: paragraph accuracy, paragraph fluency, vocabulary, and reading comprehension. Both populations achieved standard score gains, with a large change on Written Language Comprehension.

# Comparative Results Between Live-Online and In-Person Instruction

The following shows that all measures were comparable in progress between the two populations for Lindamood-Bell students over the years 2017 to 2023.

## Decoding & Comprehension (Combined)

Average Standard Score Changes



### Summary

#### Lindamood-Bell

#### Instruction Implemented:

Seeing Stars and Visualizing and Verbalizing

#### Years:

2017 - 2023

#### Number of Students:

In-Person Students  $n=253$

Live-Online Students  $n=87$

#### Average Age:

In-Person Students: 11.8

Live-Online Students: 12.3

#### Average Instruction Hours:

In-Person Students: 140.8

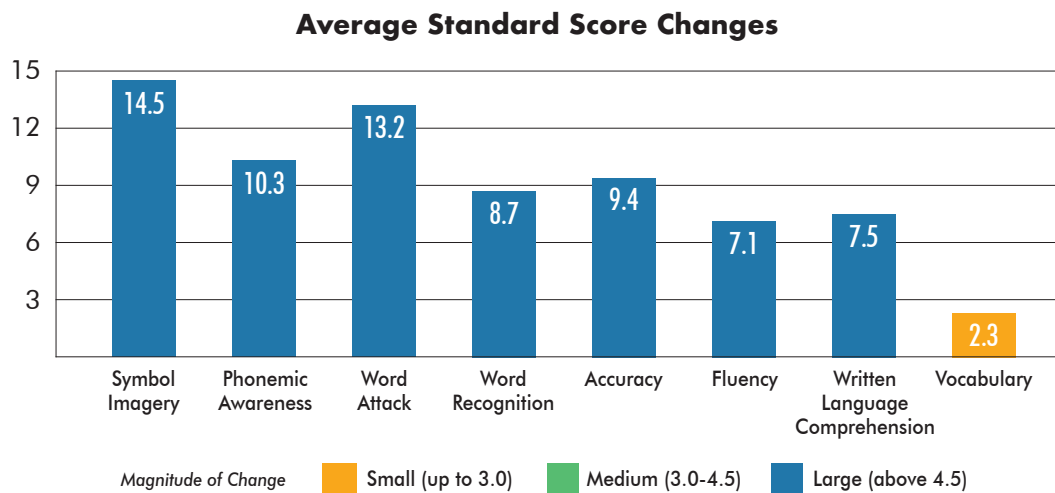
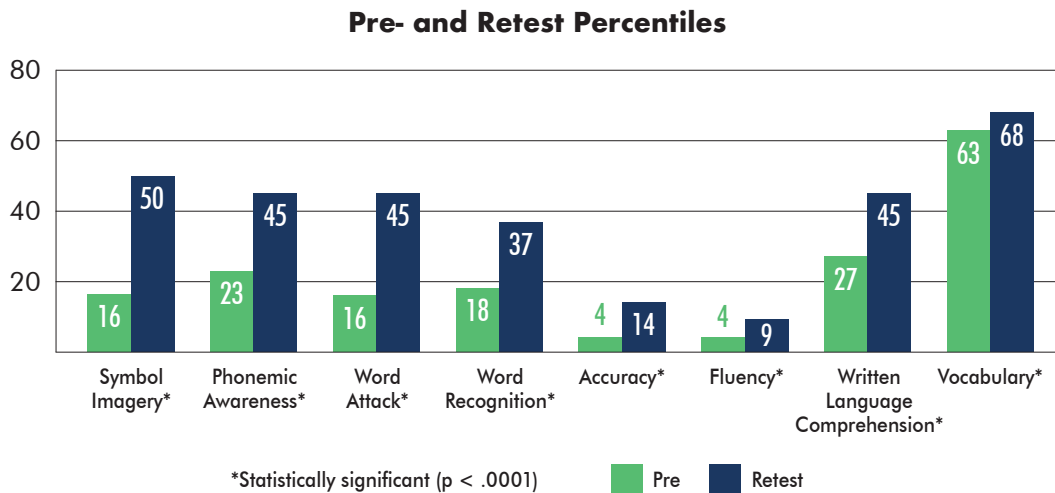
Live-Online Students: 134.6

**Results:** Live-online and in-person students tested statistically significantly higher on post-instruction on all measures: word attack, word recognition, paragraph accuracy, paragraph fluency, vocabulary, reading comprehension, phoneme awareness and symbol imagery. Both populations achieved large standard score gains on seven of eight measures.



# Attention Deficit Hyperactivity Disorder (ADHD)

## Students with a Prior ADHD Diagnosis Who Received Decoding Instruction Only



### Summary

**Lindamood-Bell Instruction Implemented:**  
Seeing Stars

**Years:**  
Jan. 2008 – Dec. 2023

**Number of Students:**  
2,440

**Average Age:**  
10.2

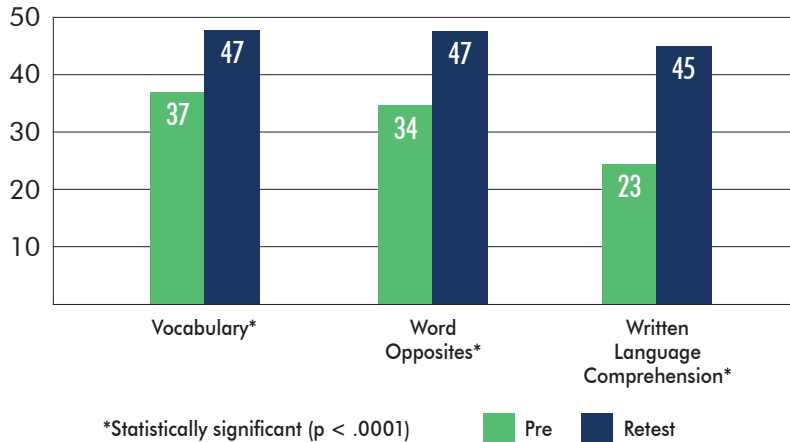
**Average Instruction Hours:**  
124.1

**Results:** On average, students with a prior ADHD diagnosis with decoding difficulties who received Seeing Stars instruction achieved significant improvements in reading. They made large (statistically significant) standard score changes on seven of eight measures. Vocabulary was not a targeted measure of instruction. Additionally, the 19-point percentile increase in Word Recognition and a 18-point percentile increase in Written Language Comprehension puts these students within the normal range (25th–75th percentile).

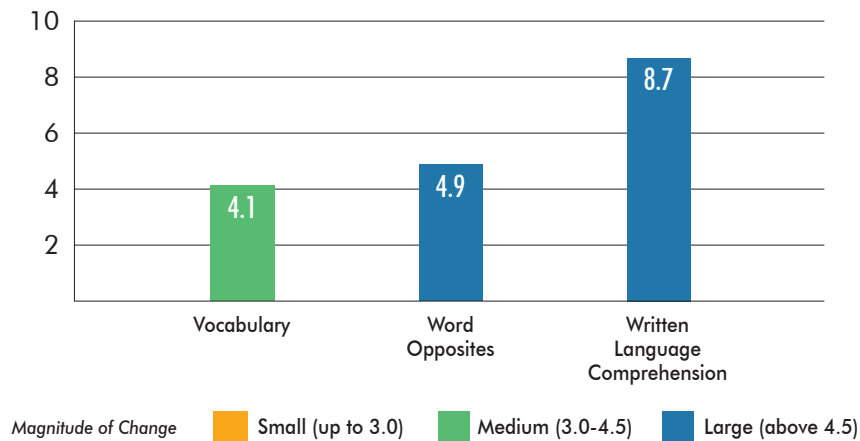
# Attention Deficit Hyperactivity Disorder (ADHD)

## Students with a Prior ADHD Diagnosis Who Received Comprehension Instruction Only

### Pre- and Retest Percentiles



### Average Standard Score Changes



### Summary

**Lindamood-Bell Instruction Implemented:**  
Visualizing and Verbalizing

**Years:**  
Jan. 2008 – Dec. 2023

**Number of Students:**  
1,727

**Average Age:**  
12.7

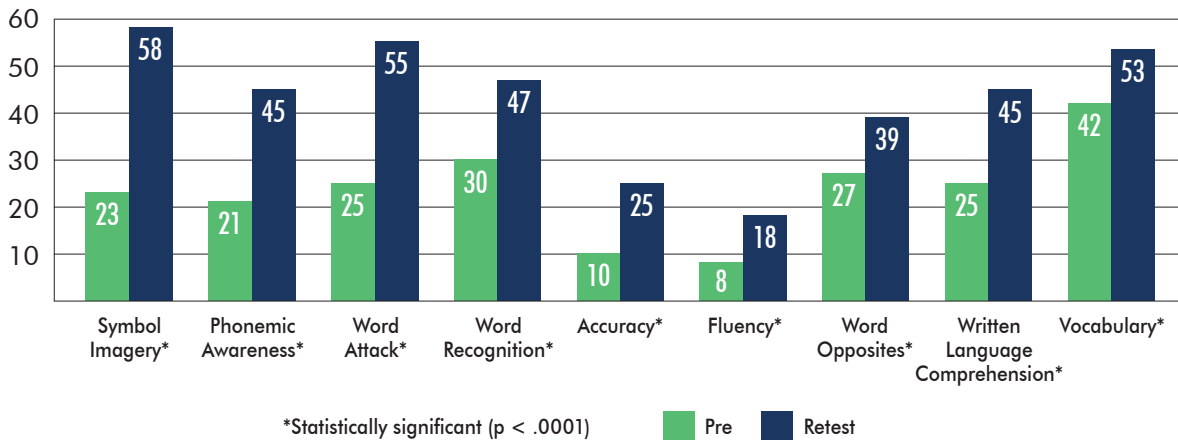
**Average Instruction Hours:**  
108.0

**Results:** On average, students with a prior ADHD diagnosis with language comprehension difficulties who received Visualizing and Verbalizing instruction achieved significant improvements in comprehension. They made large (statistically significant) standard score changes on two of the three measures. Additionally, the 22-point percentile increase in Written Language Comprehension put these students within the normal range (25th–75th percentile).

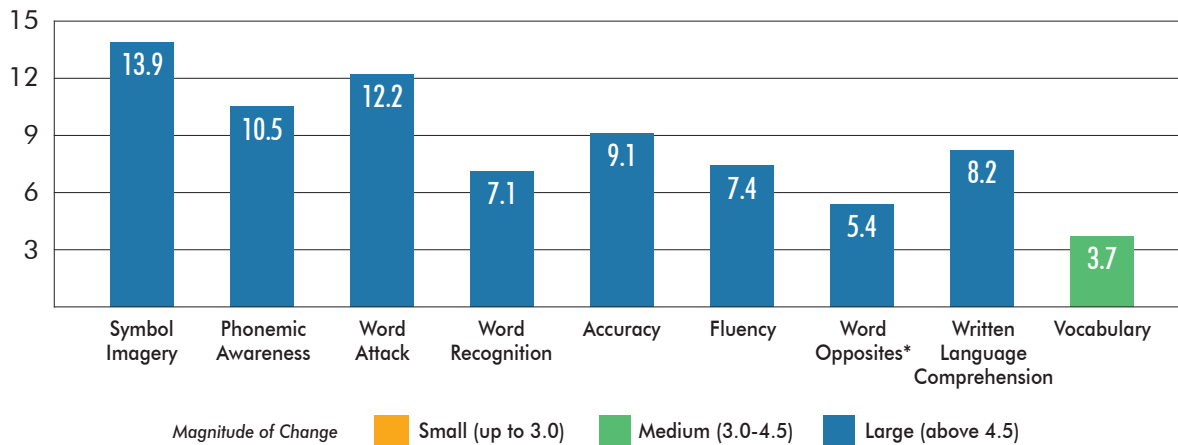
# Attention Deficit Hyperactivity Disorder (ADHD)

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 – Dec. 2023

### Number of Students:

2,136

### Average Age:

11.9

### Average Instruction Hours:

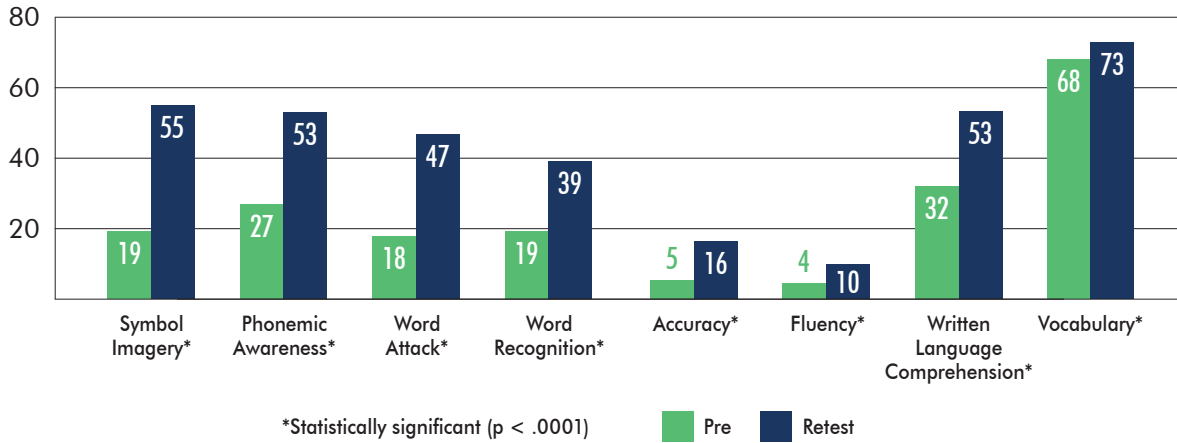
155.4

**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 27-point percentile increase in Word Recognition and 20-point percentile increase in Written Language Comprehension puts these students well within the normal range (25th–75th percentile).

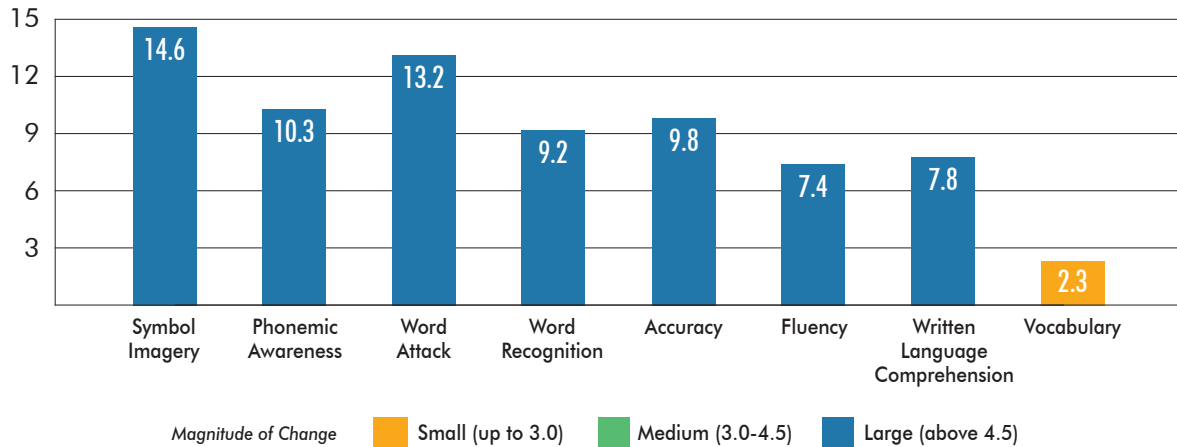
# Dyslexia

## Students with a Prior Dyslexia Diagnosis Who Received Decoding Instruction Only

### Pre- and Retest Percentiles



### Average Standard Score Changes



### Summary

**Lindamood-Bell Instruction Implemented:**  
Seeing Stars

**Years:**  
Jan. 2008 - Dec. 2023

**Number of Students:**  
3,034

**Average Age:**  
10.2

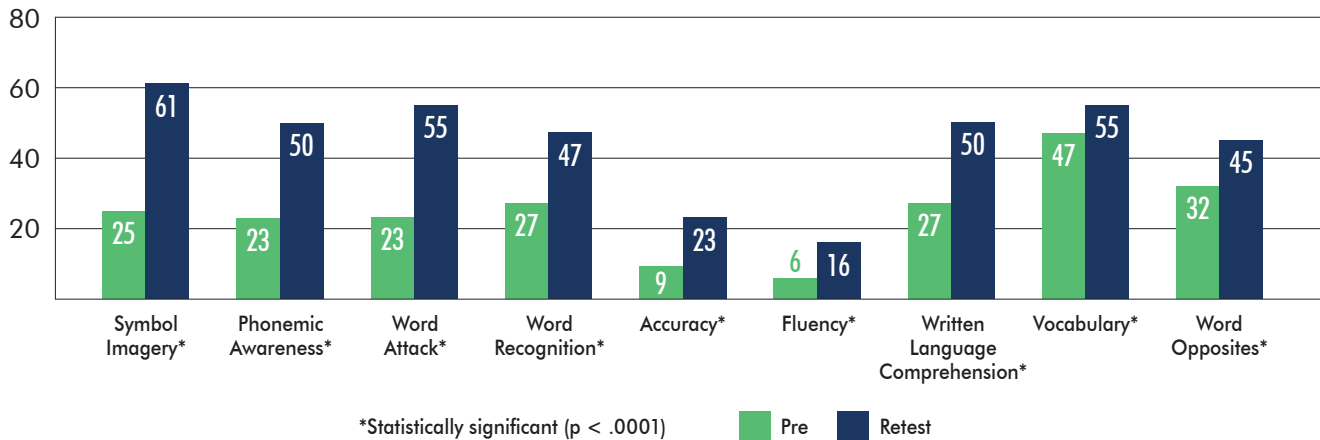
**Average Instruction Hours:**  
123.9

**Results:** On average, students with a prior Dyslexia diagnosis who received Seeing Stars instruction achieved significant improvements in reading. They made large (statistically significant) standard score changes on seven of eight measures. Vocabulary was not a targeted measure of instruction. The 20-point percentile increase in Word Recognition put these students well within the normal range (25th–75th percentile). The large average standard score change in Paragraph Reading Accuracy should also be noted.

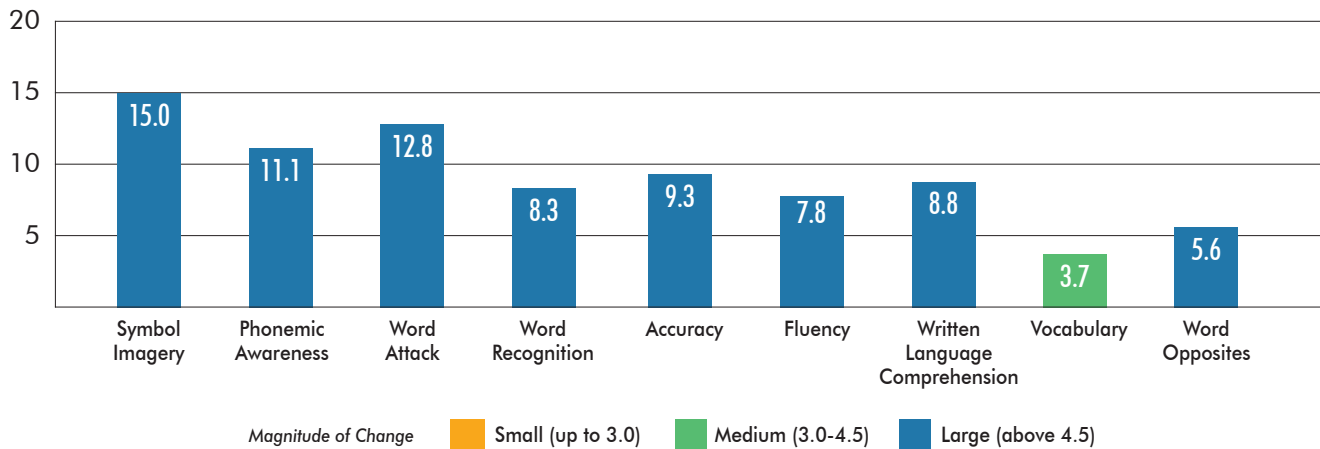
# Dyslexia

## Students with a Prior Dyslexia Diagnosis Who Received Both Decoding and Comprehension Instruction

### Pre- and Retest Percentiles



### Average Standard Score Changes



### Summary

#### Lindamood-Bell Instruction Implemented:

Seeing Stars and  
Visualizing and Verbalizing

#### Years:

Jan. 2008 – Dec. 2023

#### Number of Students:

1,614

#### Average Age:

11.9

#### Average Instruction Hours:

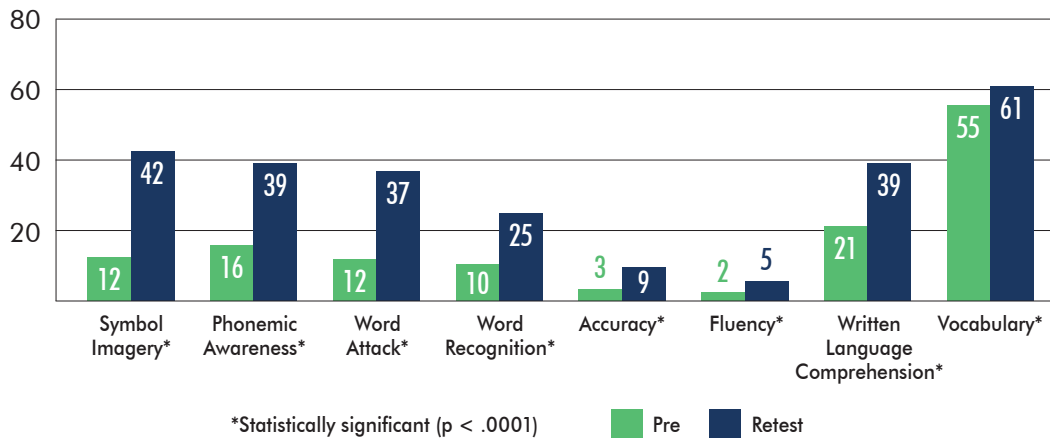
158.6

**Results:** On average, students with a prior Dyslexia diagnosis who received both Seeing Stars and Visualizing and Verbalizing instruction achieved significant improvements in reading. They made large (statistically significant) standard score changes on eight of the nine measures. The 20-point percentile increase in Word Recognition put these students well within the normal range (25th–75th percentile). The large average standard score change in Reading Accuracy should also be noted.

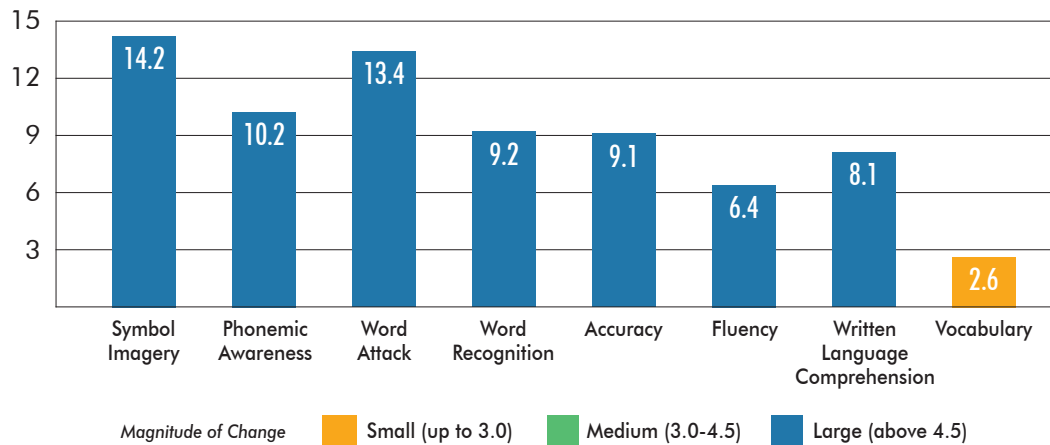
# Specific Learning Disability (SLD)

Students with a Prior SLD Diagnosis  
Who Received Decoding Instruction Only

**Pre- and Retest Percentiles**



**Average Standard Score Changes**



## Summary

**Lindamood-Bell Instruction Implemented:**  
Seeing Stars

**Years:**  
Jan. 2008 – Dec. 2023

**Number of Students:**  
1,235

**Average Age:**  
10.6

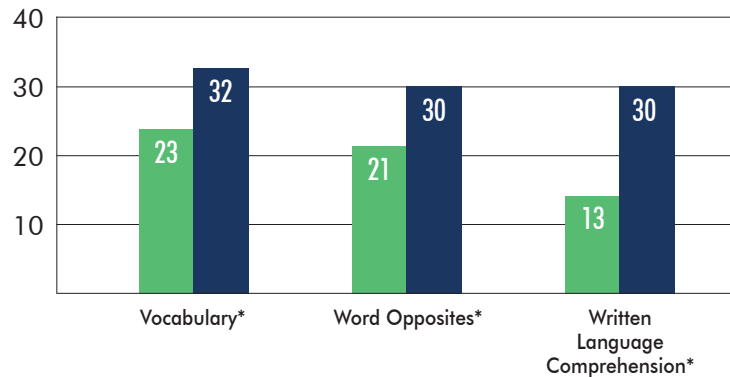
**Average Instruction Hours:**  
131.8

**Results:** On average, students with a prior SLD diagnosis who received Seeing Stars instruction achieved significant improvements in reading. They made large (statistically significant) standard score changes on seven of eight measures. Vocabulary was not a targeted measure of instruction. Additionally, the 15-point percentile increase in Word Recognition and the 18-point increase in Written Language Comprehension puts these students within the normal range (25th–75th percentile). Their pre- to posttest results were statistically significant on all measures.

# Specific Learning Disability (SLD)

## Students with a Prior SLD Diagnosis Who Received Comprehension Instruction Only

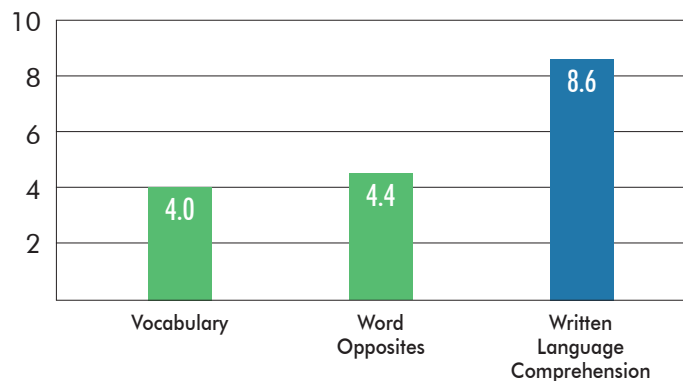
### Pre- and Retest Percentiles



\*Statistically significant ( $p < .0001$ )

Pre Retest

### Average Standard Score Changes



Magnitude of Change Small (up to 3.0) Medium (3.0-4.5) Large (above 4.5)

### Summary

**Lindamood-Bell Instruction Implemented:**  
Visualizing and Verbalizing

**Years:**  
Jan. 2008 - Dec. 2023

**Number of Students:**  
520

**Average Age:**  
13.6

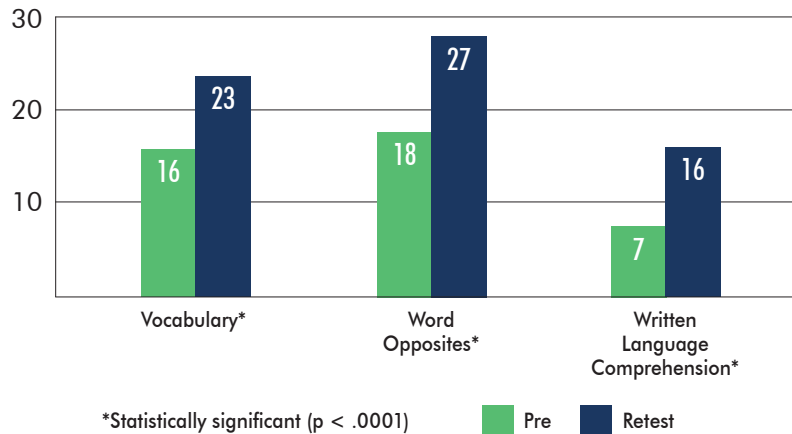
**Average Instruction Hours:**  
116.3

**Results:** On average, students with a prior SLD diagnosis who received Visualizing and Verbalizing instruction achieved significant improvements in comprehension. Additionally, the 17-point percentile increase in Written Language Comprehension puts these students within the normal range (25th–75th percentile).

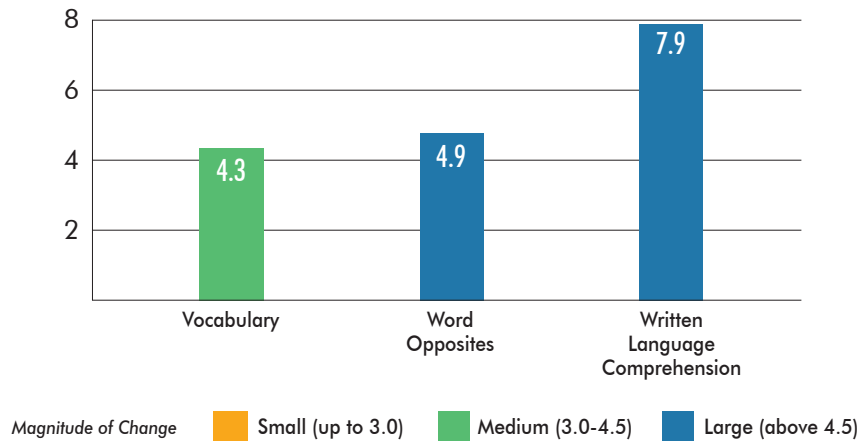
# Autism Spectrum Disorder (ASD)

## Students with a Prior ASD Diagnosis Who Received Comprehension Instruction Only

### Pre- and Retest Percentiles



### Average Standard Score Changes



### Summary

**Lindamood-Bell Instruction Implemented:**  
Visualizing and Verbalizing

**Years:**  
Jan. 2008 - Dec. 2023

**Number of Students:**  
1,085

**Average Age:**  
12.1

**Average Instruction Hours:**  
132.5

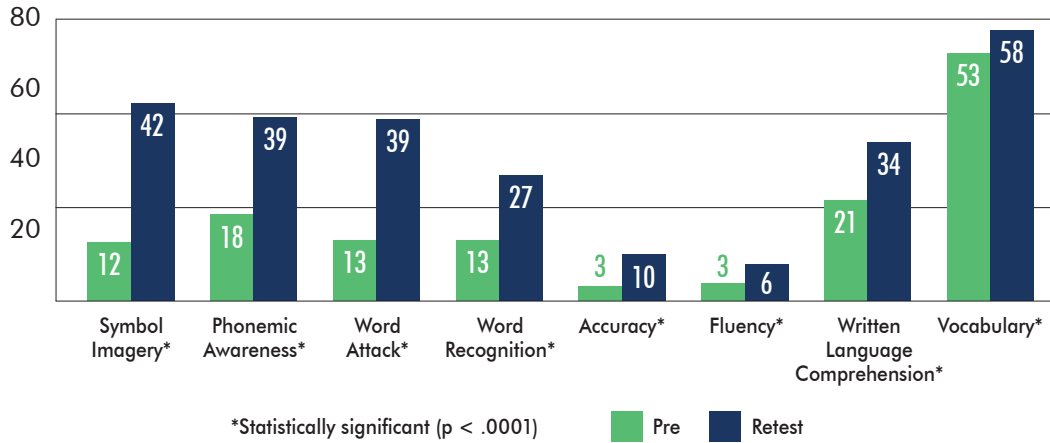
**Results:** On average, students with a prior ASD diagnosis who received Visualizing and Verbalizing instruction achieved significant improvements in comprehension, a major deficit for many students with ASD. They made large (statistically significant) standard score changes on two of the three measures.



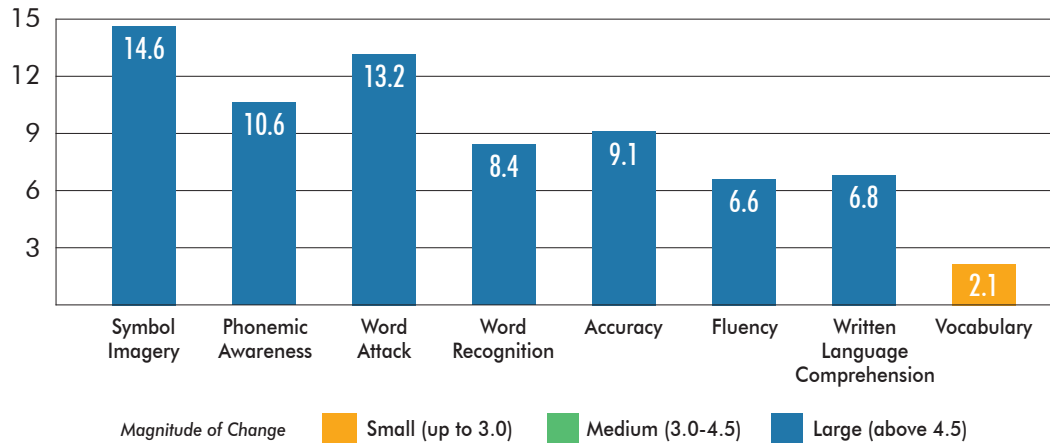
# Central Auditory Processing Disorder (CAPD)

Students with a Prior CAPD Diagnosis  
Who Received Decoding Instruction Only

**Pre- and Retest Percentiles**



**Average Standard Score Changes**



## Summary

**Lindamood-Bell Instruction Implemented:**  
Seeing Stars

**Years:**  
Jan. 2008 – Dec. 2023

**Number of Students:**  
549

**Average Age:**  
10.7

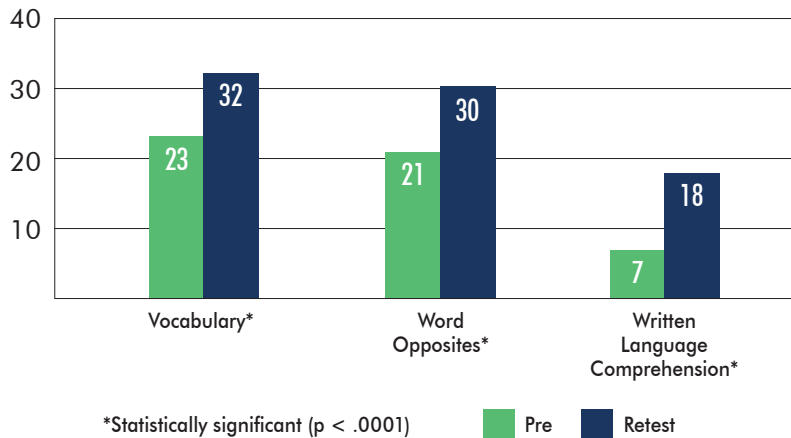
**Average Instruction Hours:**  
130.8

**Results:** On average, students with a prior CAPD diagnosis who received Seeing Stars instruction achieved significant improvements in reading. They made large (statistically significant) standard score changes on seven of eight measures. Vocabulary was not a targeted measure of instruction. The 14-point percentile increase in Word Recognition put these students within the normal range (25th–75th percentile). Additionally, the large average standard score change on the Written Language Comprehension measure indicates strong improvement in the ability to understand what is read.

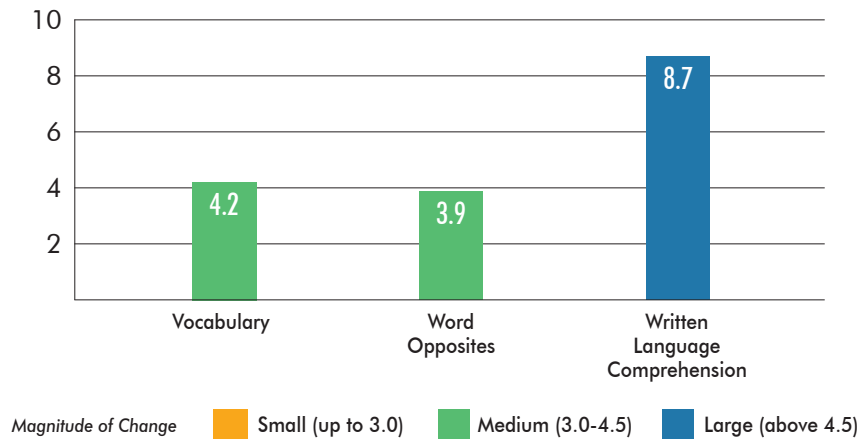
# Hyperlexia

## Students with a Prior Diagnosis of Hyperlexia Who Received Comprehension Instruction Only

### Pre- and Retest Percentiles



### Average Standard Score Changes



### Summary

**Lindamood-Bell Instruction Implemented:**  
Visualizing and Verbalizing

**Years:**  
Jan. 2008 - Dec. 2023

**Number of Students:**  
103

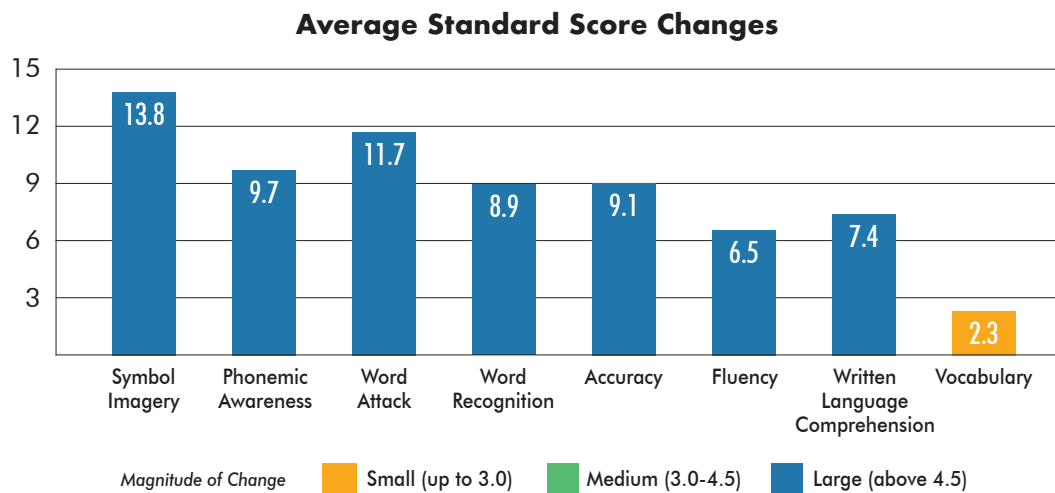
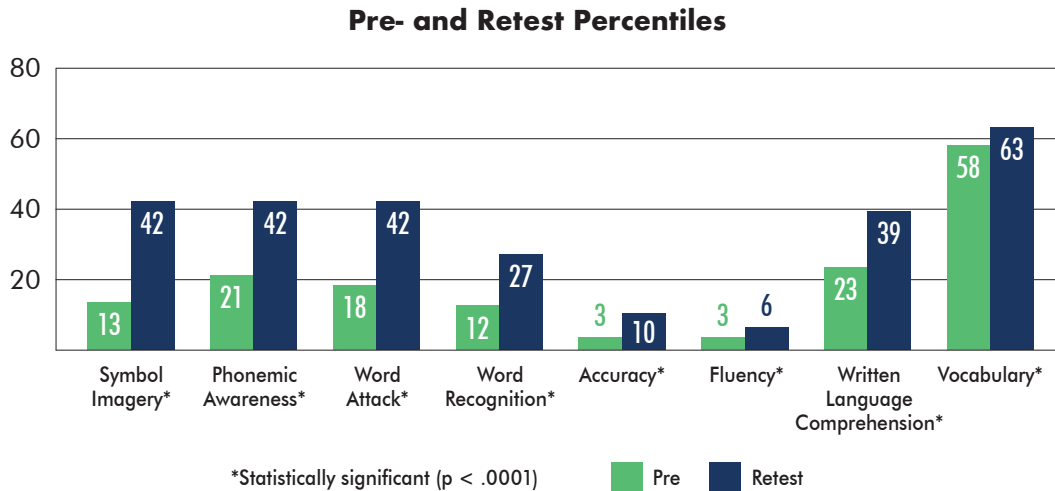
**Average Age:**  
12.4

**Average Instruction Hours:**  
120.9

**Results:** On average, students with a prior Hyperlexia diagnosis who received Visualizing and Verbalizing instruction achieved significant improvements in comprehension. Additionally, 9-point percentile increases in receptive (Vocabulary) and expressive (Word Opposites) vocabulary put these students within the normal range (25th–75th percentile).

# Special Education (SPED)

## Results of SPED Students Who Received Decoding Instruction Only



### Summary

**Lindamood-Bell Instruction Implemented:**  
Seeing Stars

**Years:**  
Jan. 2008 – Dec. 2023

**Number of Students:**  
2,251

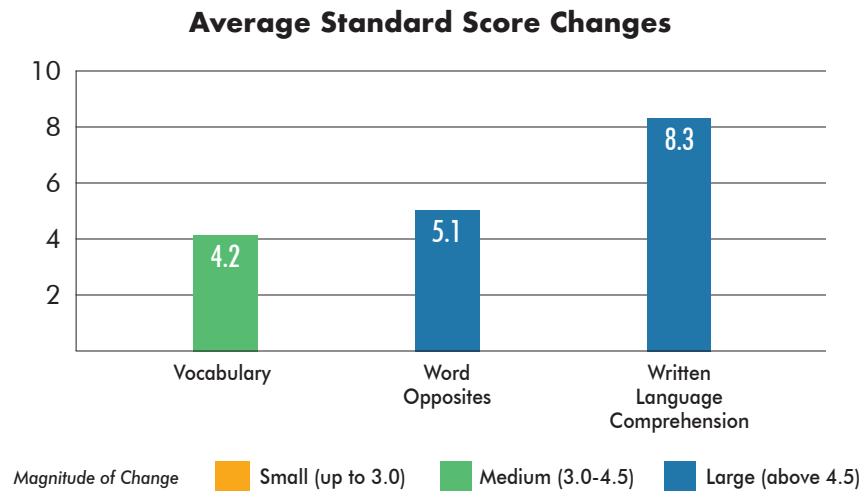
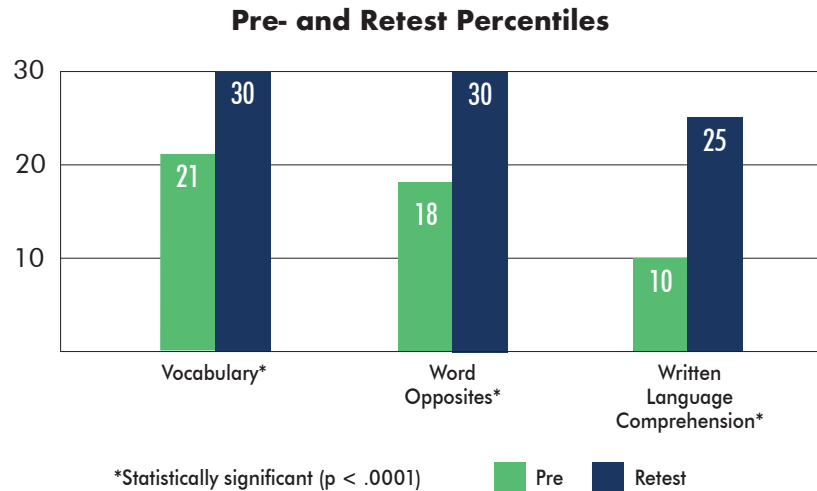
**Average Age:**  
10.5

**Average Instruction Hours:**  
125.2

**Results:** On average, students receiving Special Education services who received Seeing Stars instruction achieved significant improvements in decoding. They made large (statistically significant) standard score changes on seven of eight measures. Vocabulary was not a targeted measure of instruction. Additionally, a 15-point percentile increase in Word Recognition and, notably, a 16-point percentile increase in Written Language Comprehension put these students within the normal range (25th–75th percentile).

# Special Education (SPED)

## Results of SPED Students Who Received Comprehension Instruction Only



### Summary

**Lindamood-Bell Instruction Implemented:**  
Visualizing and Verbalizing

**Years:**  
Jan. 2008 - Dec. 2023

**Number of Students:**  
1,695

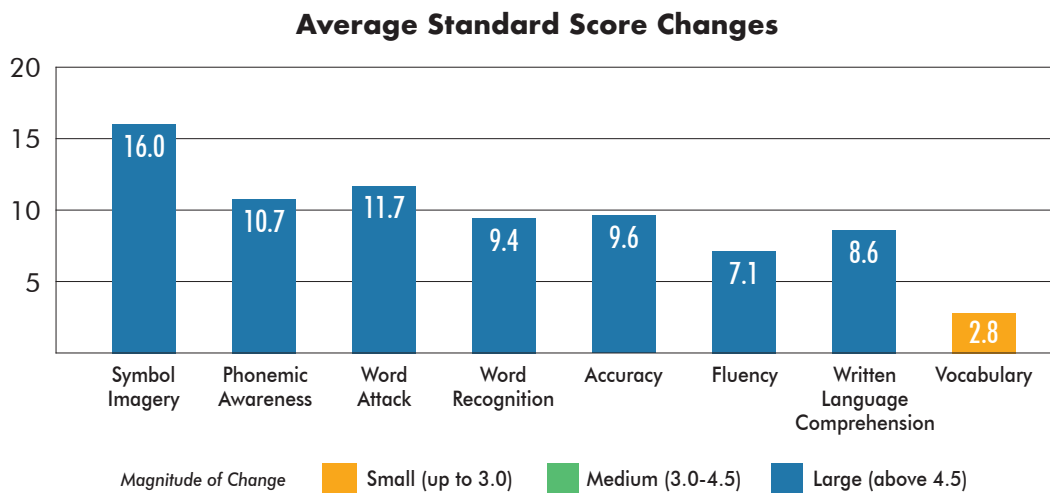
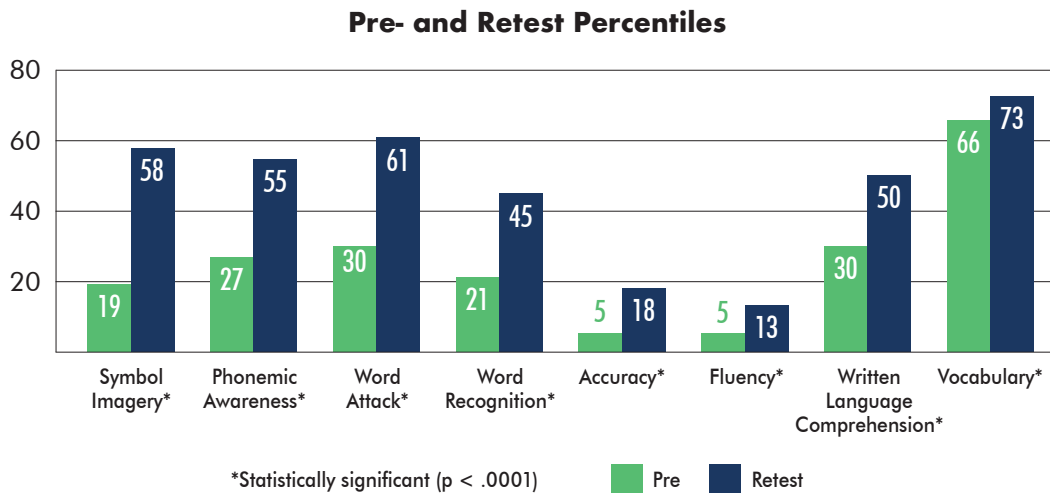
**Average Age:**  
12.8

**Average Instruction Hours:**  
122.7

**Results:** On average, students receiving Special Educations services who received Visualizing and Verbalizing instruction achieved significant improvements in comprehension. They made large (statistically significant) standard score changes on two of the three measures. Additionally, the 15-point percentile increase in Written Language Comprehension, a large (statistically significant) standard score change, put these students in the normal range (25th–75th percentile).

# English as a Second Language (ESL)

## Results of ESL Students Who Received Decoding Instruction Only



### Summary

**Lindamood-Bell Instruction Implemented:**  
Seeing Stars

**Years:**  
Jan. 2008 - Dec. 2023

**Number of Students:**  
1,970

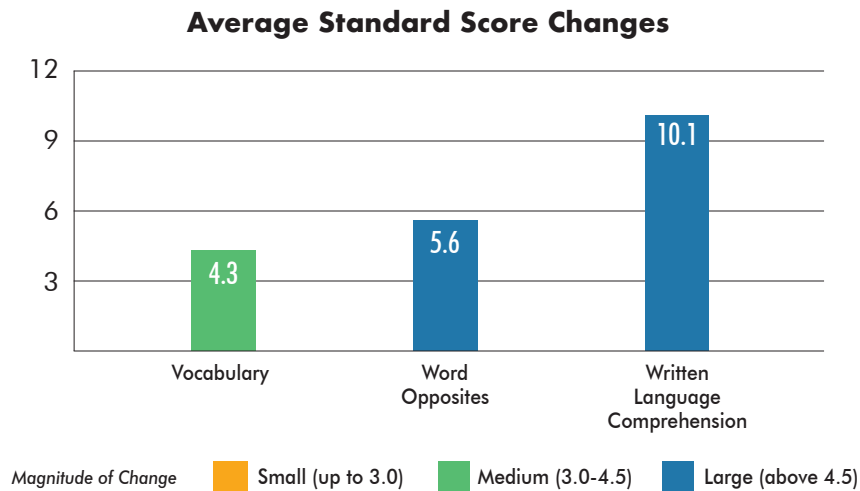
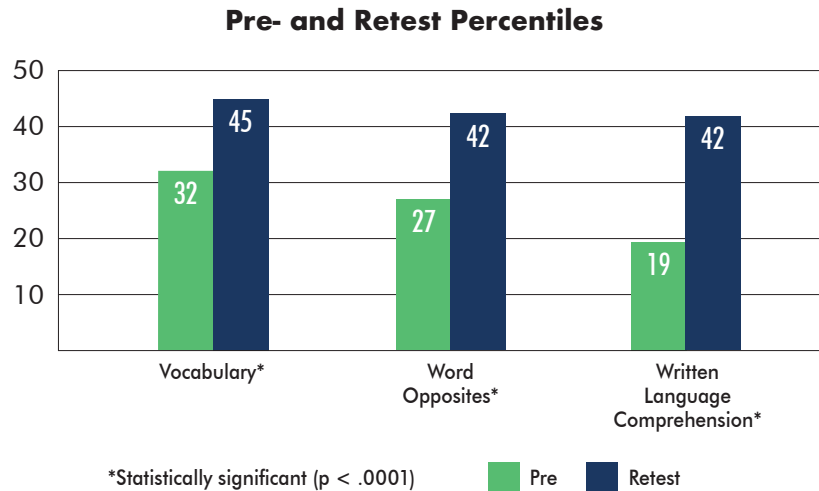
**Average Age:**  
9.5

**Average Instruction Hours:**  
106.8

**Results:** ESL students who requested an accelerated approach to developing their decoding skills received instruction in the Seeing Stars program. On average, they achieved excellent improvements on all measures of reading. They made large (statistically significant) standard score changes on seven of eight reading measures. Vocabulary was not a targeted measure of instruction. As a result of significant improvements in Phonemic Awareness and orthographic awareness (Symbol Imagery), they experienced an average 24-point percentile increase in Word Recognition and a 20-point percentile increase in Comprehension. These increases in their English reading skills put these students well within the normal range (25th-75 percentile).

# English as a Second Language (ESL)

## Results of ESL Students Who Received Comprehension Instruction Only



### Summary

**Lindamood-Bell Instruction Implemented:**  
Visualizing and Verbalizing

**Years:**  
Jan. 2008 – Dec. 2023

**Number of Students:**  
1,320

**Average Age:**  
12.2

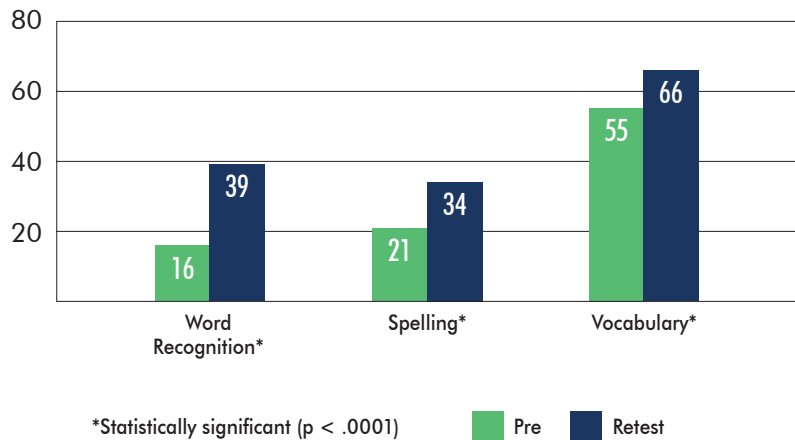
**Average Instruction Hours:**  
105.6

**Results:** ESL students who requested an accelerated approach to increase their vocabulary and comprehension received instruction in the Visualizing and Verbalizing program. On average, these students achieved excellent improvements in targeted reading measures. They made large (statistically significant) standard score changes on expressive oral vocabulary (Word Opposites) measures, and they also grew 13 percentile points in receptive oral vocabulary (Vocabulary) measures. As a result of significant improvements in these students' abilities to visualize and verbalize, they experienced an average 23-point percentile increase in Written Language Comprehension. These increases in their English reading skills put these students well within the normal range (25th-75 percentile).

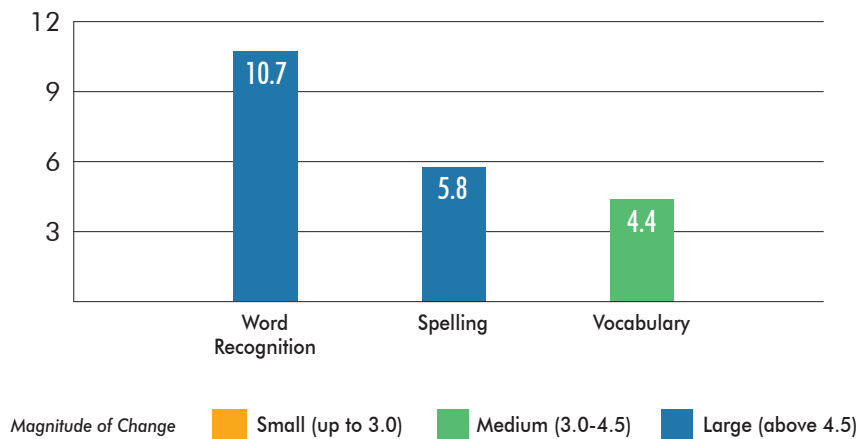
# Pre-Kindergarten

## Results of Pre-K Students Who Received Any Program of Instruction

**Pre- and Retest Percentiles**



**Average Standard Score Changes**



### Summary

**Lindamood-Bell Instruction Implemented:**

Seeing Stars and Visualizing and Verbalizing

**Years:**

Jan. 2008 – Dec. 2023

**Number of Students:**

194

**Average Age:**

5.0

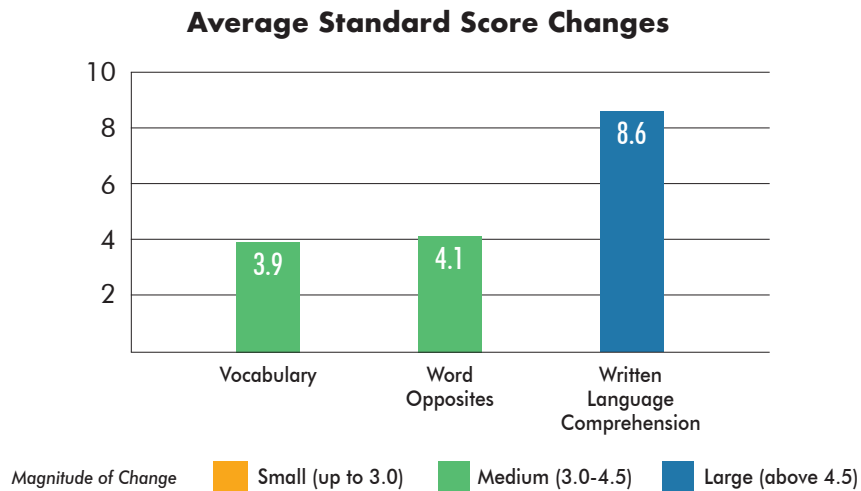
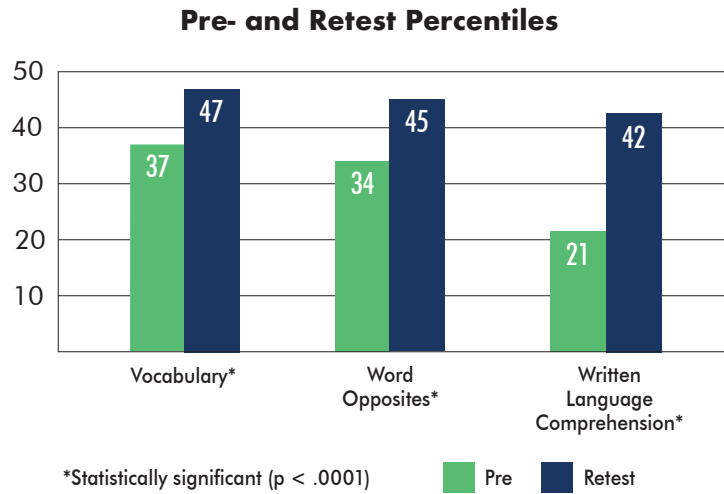
**Average Instruction Hours:**

101.0

**Results:** On average, Pre-Kindergarten students who received developmental instruction achieved significant improvements. They made large (statistically significant) standard score changes on two of three measures. Additionally, the 23-point percentile increase in Word Recognition put these students within the normal range (25th–75th percentile). (Please note that, as a result of their young age, the number of test batteries normed to these students’ ages is limited. Word Recognition is out of 127 students, Spelling is out of 137 students, and Vocabulary is out of 194 students.)

# Middle School

## Results of Middle School Students Who Received Comprehension Instruction Only



### Summary

**Lindamood-Bell Instruction Implemented:**  
Visualizing and Verbalizing

**Years:**  
Jan. 2008 - Dec. 2023

**Number of Students:**  
1,831

**Average Age:**  
13.1

**Average Instruction Hours:**  
105.7

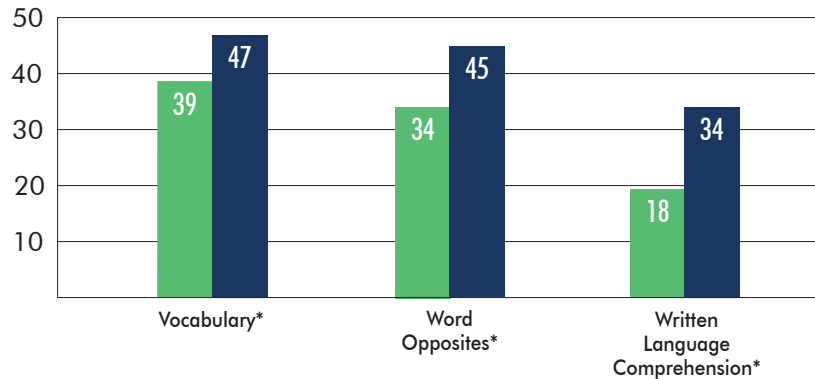
**Results:** On average, Middle School students (6th grade–8th grade) who received Visualizing and Verbalizing instruction achieved significant improvements in comprehension. They made large (statistically significant) standard score changes on their language comprehension measure. Additionally, the 21-point percentile increase in Written Language Comprehension put these students within the normal range (25th–75th percentile).



# High School

## Results of High School Students Who Received Comprehension Instruction Only

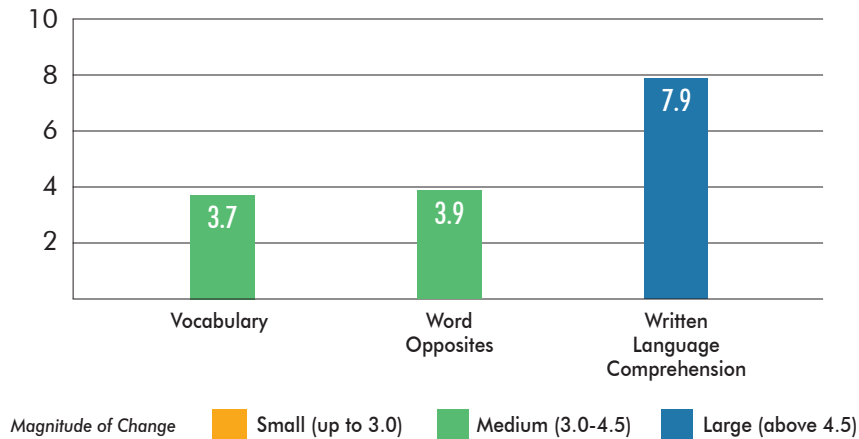
**Pre- and Retest Percentiles**



\*Statistically significant (p < .0001)

Pre Retest

**Average Standard Score Changes**



Magnitude of Change Small (up to 3.0) Medium (3.0-4.5) Large (above 4.5)

### Summary

**Lindamood-Bell Instruction Implemented:**  
Visualizing and Verbalizing

**Years:**  
Jan. 2008 - Dec. 2023

**Number of Students:**  
958

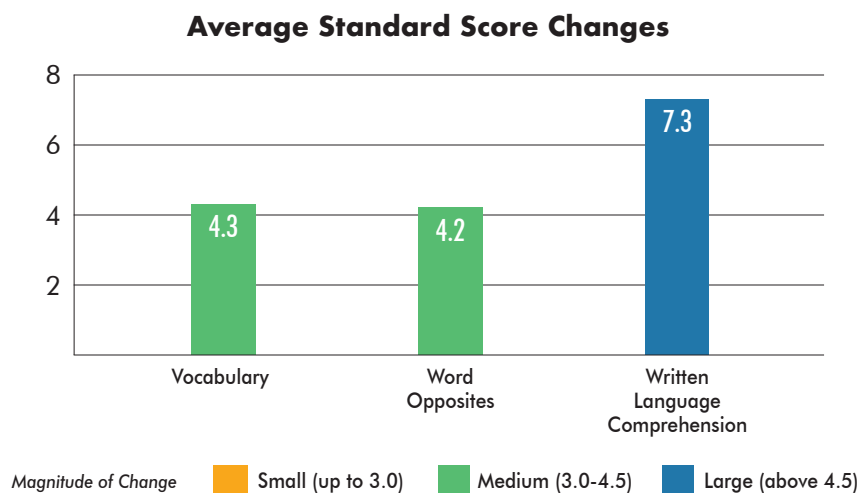
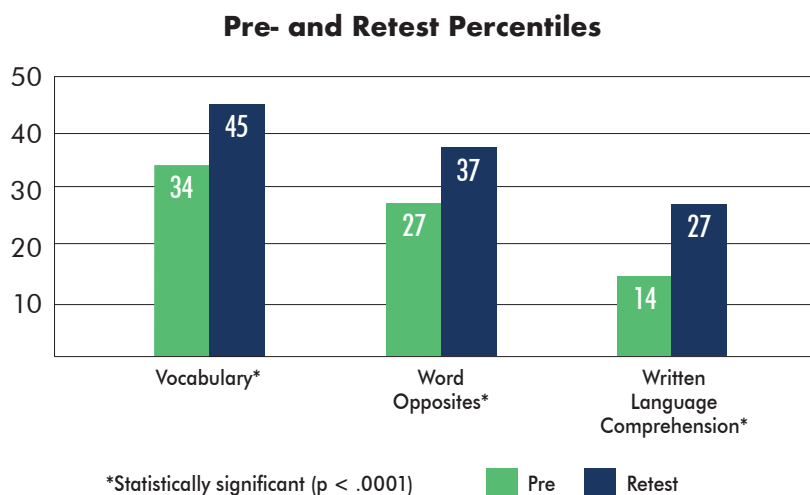
**Average Age:**  
16.2

**Average Instruction Hours:**  
105.0

**Results:** On average, High School students who received Visualizing and Verbalizing instruction achieved significant improvements in comprehension. They made medium (statistically significant) standard score changes on two of the three measures. Additionally, the 16-point percentile increase in Written Language Comprehension put these students within the normal range (25th–75th percentile).

# Adult

## Results of Adult Students (18+) Who Received Comprehension Instruction Only



### Summary

**Lindamood-Bell Instruction Implemented:**  
Visualizing and Verbalizing

**Years:**  
Jan. 2008 - Dec. 2023

**Number of Students:**  
371

**Average Age:**  
25.6

**Average Instruction Hours:**  
114.2

**Results:** On average, adult students who received Visualizing and Verbalizing instruction achieved significant improvements in comprehension. They made medium (statistically significant) standard score changes on two of three measures while experiencing a large (statistically significant) increase in Written Language Comprehension. These changes placed them into the normal range (25th–75th percentile).





416 Higuera Street  
San Luis Obispo, CA 93401  
(805) 541-3836 / (800) 233-1819

**LindamoodBell.com**

Due to the extremely diverse nature of the population of individuals we service, Lindamood-Bell makes no guarantee or representation of warranty (express or implied) regarding an individual's results from program participation, or as compared to the aggregate results contained in this report. Results will vary from student to student.

© 2024 Visualizing and Verbalizing (V/V), Lindamood Phoneme Sequencing Program (LiPS), Seeing Stars (SI), and On Cloud Nine Math (OCN) are trademarks and are the property of their respective owners. All rights reserved. All of the materials on these pages are copyrighted by Lindamood-Bell Learning Processes. All rights reserved. No part of these pages, either text or image, may be used for any purpose other than personal use. Therefore, reproduction in any form or by any means, for reasons other than personal use, is strictly prohibited without prior written permission from Lindamood-Bell.