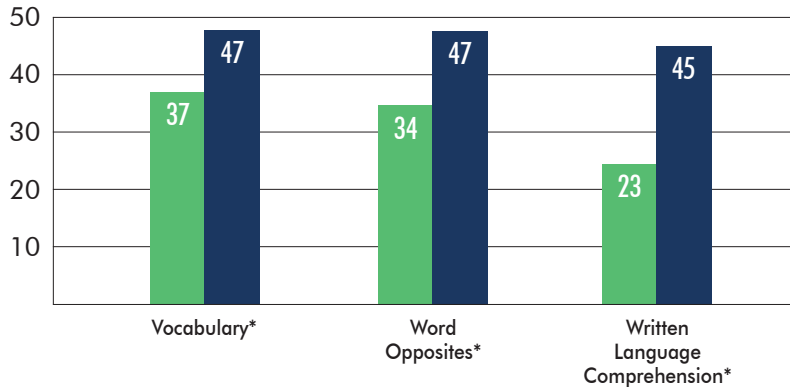




Attention Deficit Hyperactivity Disorder (ADHD)

Students with a Prior ADHD Diagnosis Who Received Comprehension Instruction Only

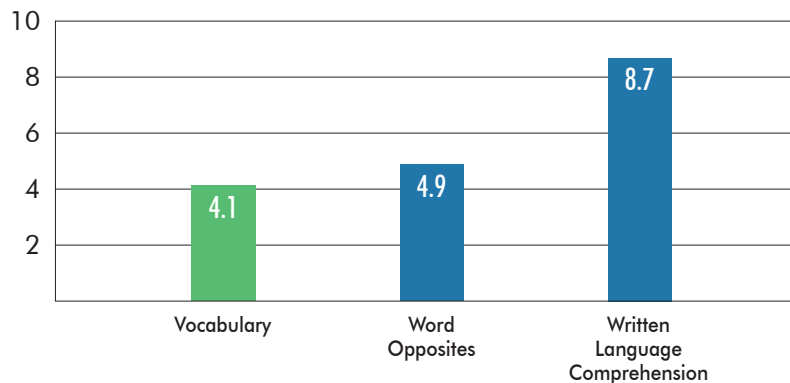
Pre- and Retest Percentiles



*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:
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).