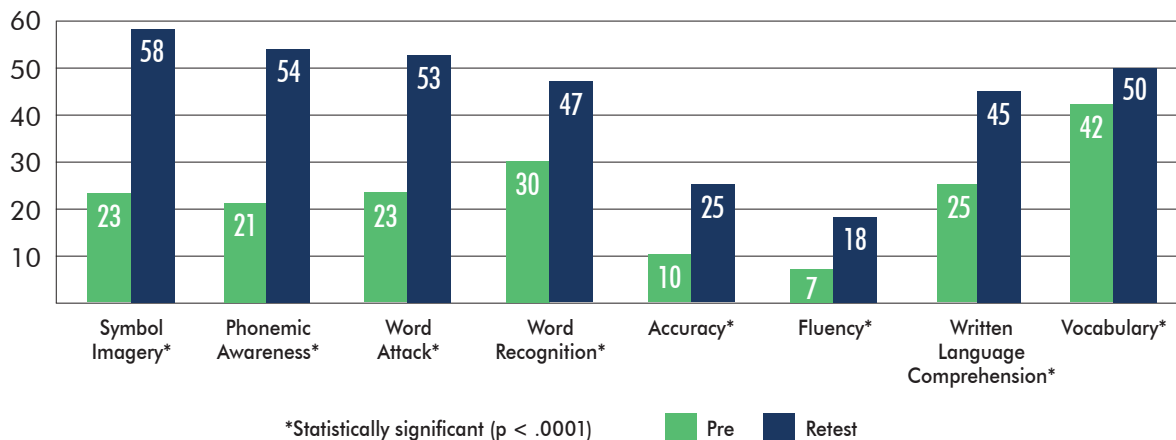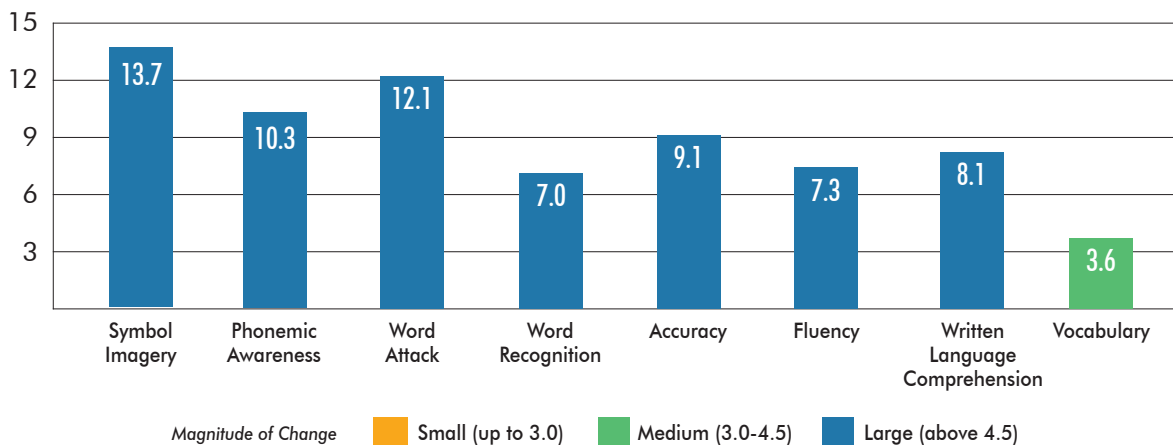# Attention Deficit Hyperactivity Disorder (ADHD)

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

Pre- and Retest Percentiles

	Symbol Imagery*	Phonemic Awareness*	Word Attack*	Word Recognition*	Accuracy*	Fluency*	Written Language Comprehension*	Vocabulary*
Pre	23	21	23	30	10	7	25	42
Retest	58	54	53	47	25	18	45	50

*Statistically significant (p < .0001) ■ Pre ■ Retest

Average Standard Score Changes

Symbol Imagery	Phonemic Awareness	Word Attack	Word Recognition	Accuracy	Fluency	Written Language Comprehension	Vocabulary
13.7	10.3	12.1	7.0	9.1	7.3	8.1	3.6

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

Summary

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

Years:
Jan. 2008 – Dec. 2024

Number of Students:
2,316

Average Age:
11.9

Average Instruction Hours:
157.0

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 17-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).