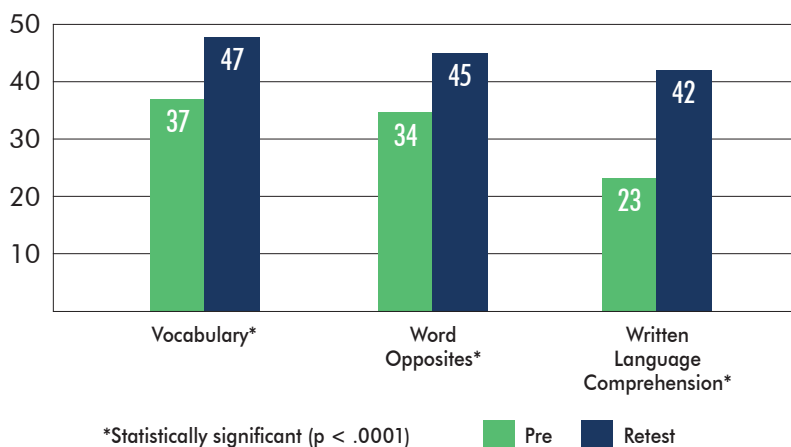




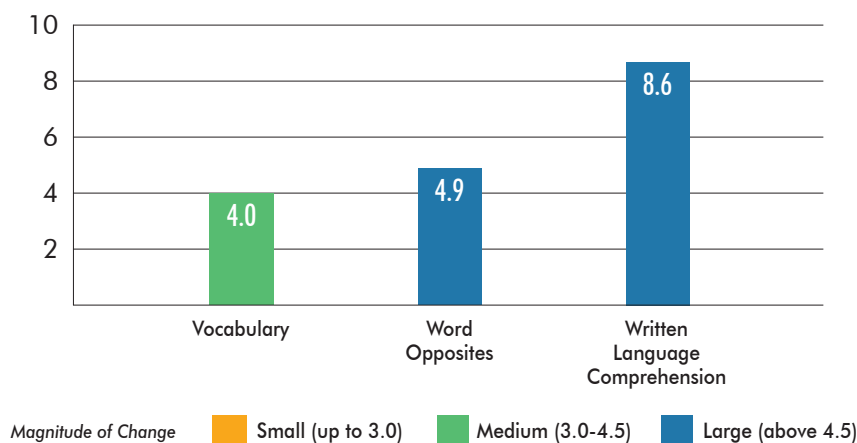
Attention Deficit Hyperactivity Disorder (ADHD)

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. 2024

Number of Students:
1,901

Average Age:
13.1

Average Instruction Hours:
109.9

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 19-point percentile increase in Written Language Comprehension put these students within the normal range (25th–75th percentile).