



## INDEPENDENT RESEARCH & REVIEWS

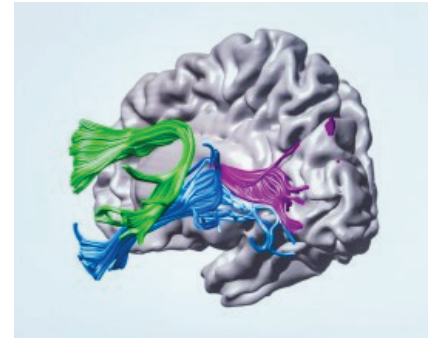
A number of highly respected institutions have studied Lindamood-Bell® instruction and found it effective in both raising literacy outcomes and in changing neurological activity.

### Rapid and widespread white matter plasticity during an intensive reading intervention

*The University of Washington*

The Institute for Learning & Brain Sciences (I-LABS) at the University of Washington conducted a study examining growth in reading skills and neural connections (white matter) as a result of intensive reading intervention to develop the sensory-cognitive function of symbol imagery. This study is the first to measure white matter during an intensive reading intervention for dyslexics comparing children's learning with their brain's changes.

Children who struggled with reading and/or had a diagnosis of dyslexia received eight weeks of intensive Seeing Stars® intervention at a Lindamood-Bell® Learning Centre. The results of this study illustrate that Lindamood-Bell Learning Centre instruction in the Seeing Stars programme led to increased brain structure conductivity and improved reading for children with reading difficulties including dyslexia.



### Changes in brains of dyslexics as a result of instruction

*Wake Forest University and Georgetown University*



Researchers at Wake Forest University and the Center for Study of Learning at Georgetown University have published conclusions about the effects of Lindamood-Bell instruction on the brain activity and reading ability of dyslexic students.

This research noted significant improvements in reading associated with gray matter volume increases following Seeing Stars instruction with dyslexic students—and the neurological changes held or increased after the intervention.

### Study uses fMRI to show positive effects of Seeing Stars

*Massachusetts Institute of Technology*

At Massachusetts Institute of Technology (MIT), researchers conducted a recent fMRI study on the effect of Seeing Stars instruction on beginning readers at risk for reading difficulties.

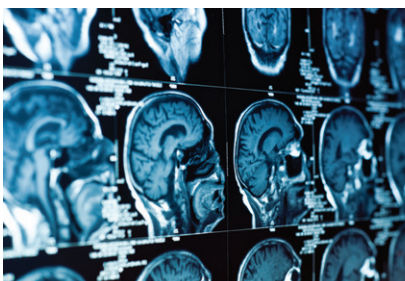
The students, and a matched control group, received fMRI scans to measure brain activity, in addition to standardised reading tests, before and after instruction.

After six weeks of intervention, the Seeing Stars students outperformed the control group. A paper was recently published in the Journal of Learning Disabilities.



### Neurological activity and comprehension skills improve for ASD students

*The University of Alabama at Birmingham*



The University of Alabama at Birmingham's Cognition, Brain and Autism Laboratory collaborated with Lindamood-Bell Learning Processes to study the comparative effects of Visualizing and Verbalizing (V/V) on the brains of children on the Autism Spectrum. This fMRI study, highlighted in two recent peer-reviewed papers, examined activity in the language areas of the brain during comprehension tasks.

Dr. Rajesh Kana, the head of the study, reported that "V/V resulted in changing brain response patterns in children with autism—more focused, specialised brain activity and functional connectivity as a result of intervention." Associated significant increases in language comprehension were noted against matched controls.

# STUDENT RESULTS

## Lindamood-Bell® Learning Centre Instruction

Lindamood-Bell  
is more than  
research-based.

We are  
**EVIDENCE-BASED!**

### ROBERT PASTERNAK, PH.D.

Former Assistant Secretary, US Department of Education,  
Office of Special Education and Rehabilitative Services

Speaker at our Lindamood-Bell International Conference

“ I want to make clear the importance of being evidence-based not only in the ‘Science of Reading’ but also in the ‘Science of Learning.’

When you adhere to evidence-based standards of learning it means you want to see programmes that have evidence of effectiveness. You want to know that the stuff works. ”

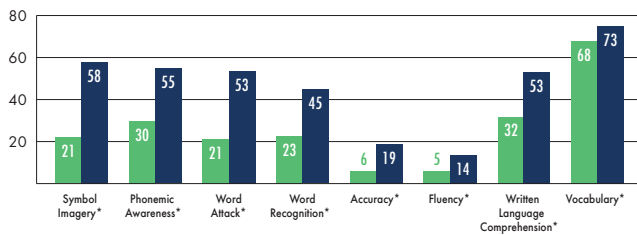
### DECODING

Average hours: 112.5

Average age: 9.6

n = 11,395

Pre- and Retest Percentiles



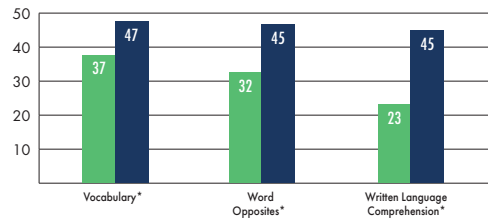
### COMPREHENSION

Average hours: 105.1

Average age: 12.7

n = 6,925

Pre- and Retest Percentiles



“ It was almost an addicting process. She kept making huge gains, and gains upon gains. It wasn't subtle. ”  
– Sherri, mother of a high school student

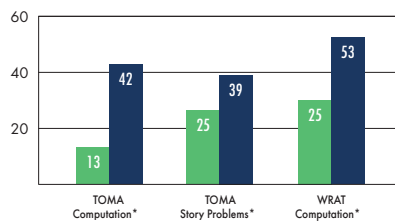
### MATHS

Average hours: 78.9

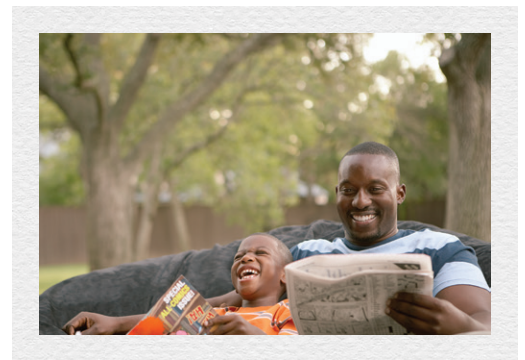
Average age: 10.8

n = 298

Pre- and Retest Percentiles



To view full results,  
please visit our website.



“ My son William is seven years old and in year one. He's now reading at two year levels above his current year because of his progress at Lindamood-Bell. Before he came to Lindamood-Bell, he couldn't even read a complete sentence. ”

– David, a parent

#### Percentiles



\*Statistically significant ( $p < .0001$ )  
Years: Jan. 2008 - Dec. 2024