

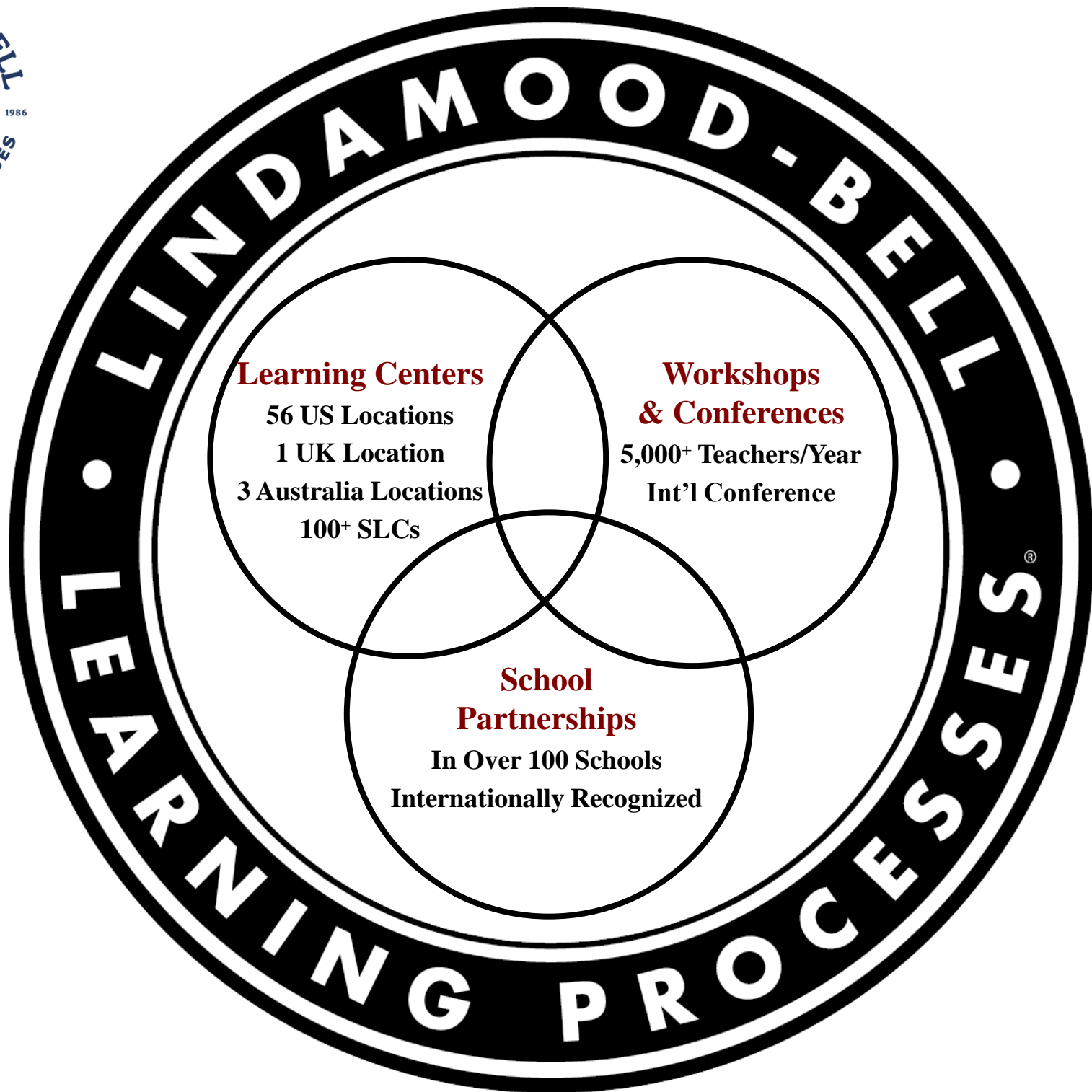


Lindamood-Bell® Learning Centers

Informational Overview



“You did more than
teach Bryn to read...
you gave her
self-confidence.
Thank you!”

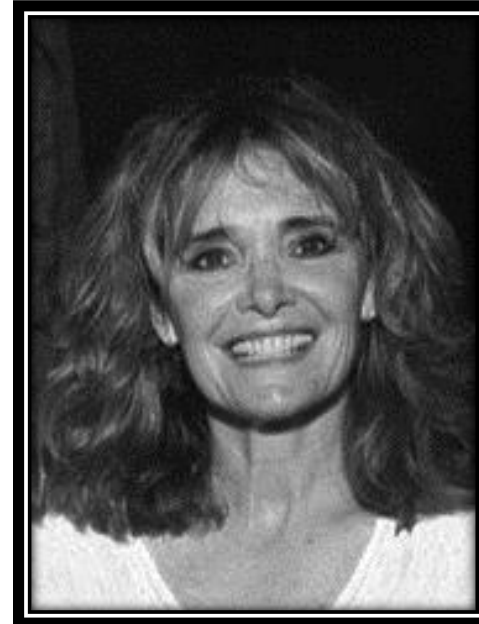


LINDAMOOD BELL




Learning Processes

Director and CEO

 Nanci Bell



Milestones

-  Co-founded Lindamood-Bell with Patricia Lindamood in 1986
-  Achieved AdvancEd accreditation June 2014
-  All Learning Centers owned, operated, and quality controlled by the original founders





We believe, passionately, that children and adults can be taught to read and comprehend.

We believe that sensory-cognitive functions are the first dominoes in language and literacy skills.

We believe that imagery is a primary sensory-cognitive domino.



Sensory-Cognitive Functions

- ☞ **Phonemic Awareness (PA):** the ability to perceive the identity, number, and sequence of sounds within words.
- ☞ **Symbol Imagery (SI):** the ability to create mental representations for sounds and letters within words.
- ☞ **Concept Imagery (CI):** the ability to create an imaged gestalt (whole) from oral or written language.



Independence

Self-Correct

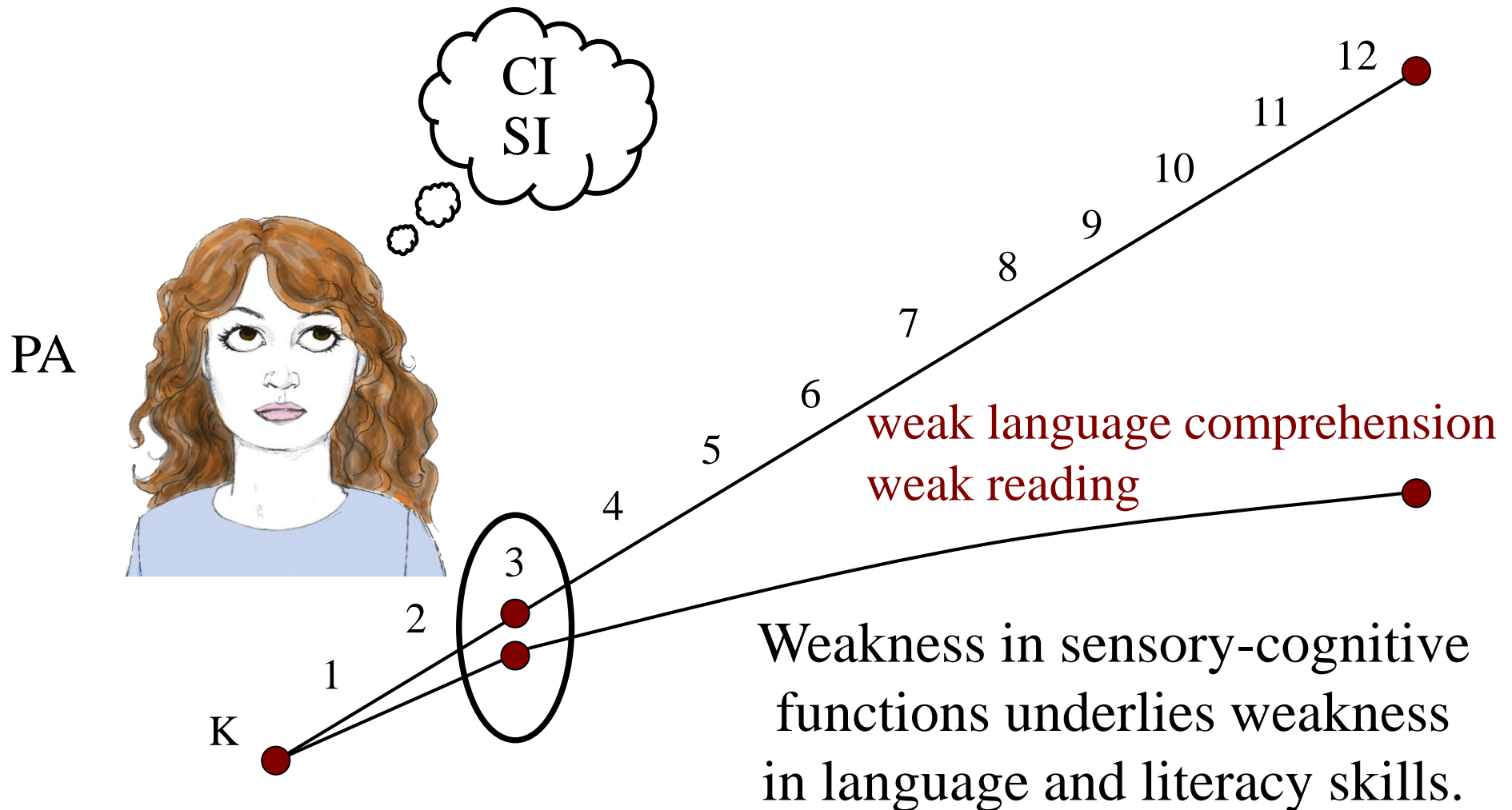
Monitor

Sensory Input



The K-12 Pipeline

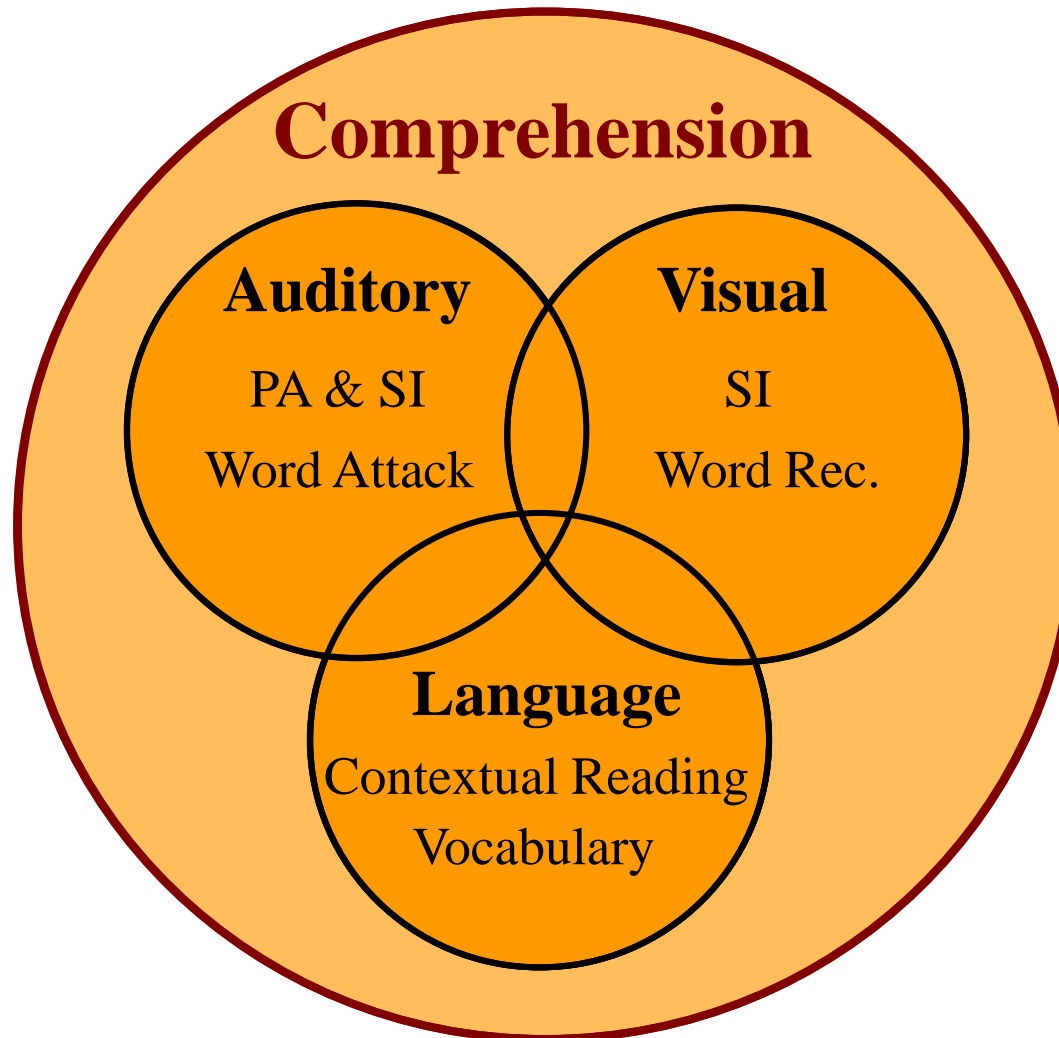
Weak language and literacy skills are the primary cause of failure to make one year of gain for one year of instruction.





The Reading Circles A Paradigm of Integration

Sensory-cognitive functions for the component parts of reading.





Sensory-cognitive
functions are the first dominoes.

Processing language is a cognitive act.

Instruction in language and literacy
should match a theory of cognition.



Dual Coding Theory

Allan Paivio created Dual Coding Theory (DCT), a general theory of cognition.

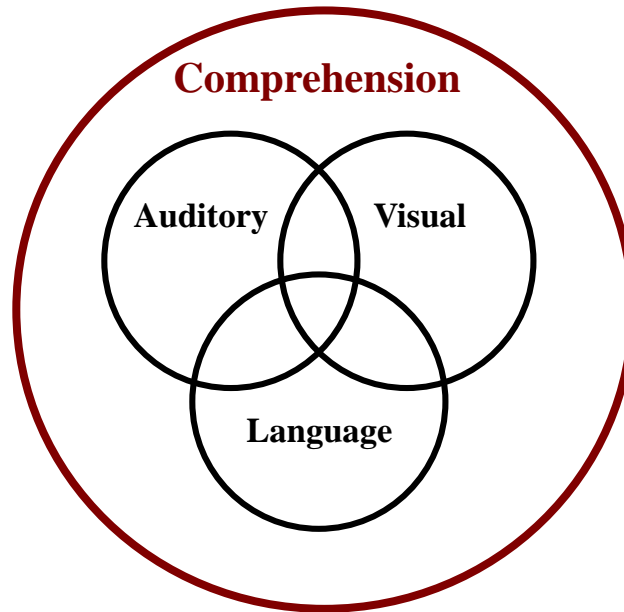
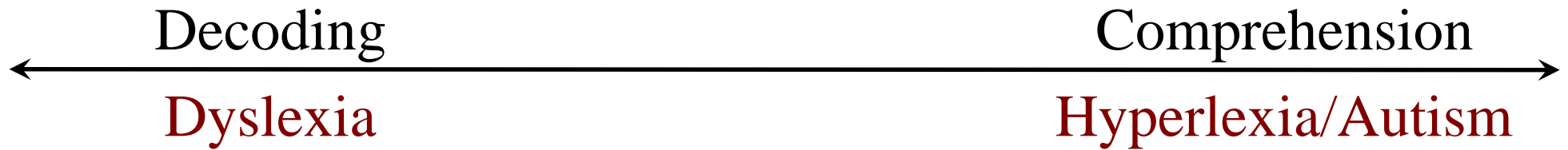
“Performance is mediated by the joint activity of verbal and nonverbal systems...cognition is always an interplay between the verbal and nonverbal systems.”

Paivio suggested that linguistic competence and performance are based on a substrate of imagery.

“Individuals differ in the extent, manner, and efficiency of employment of each of the systems according to their verbal and nonverbal habits and skills.”



Imagery and the Language Processing Spectrum



Two types of imagery are needed for language processing:
Symbol Imagery and **Concept Imagery**.



Imagery and the Language Processing Spectrum

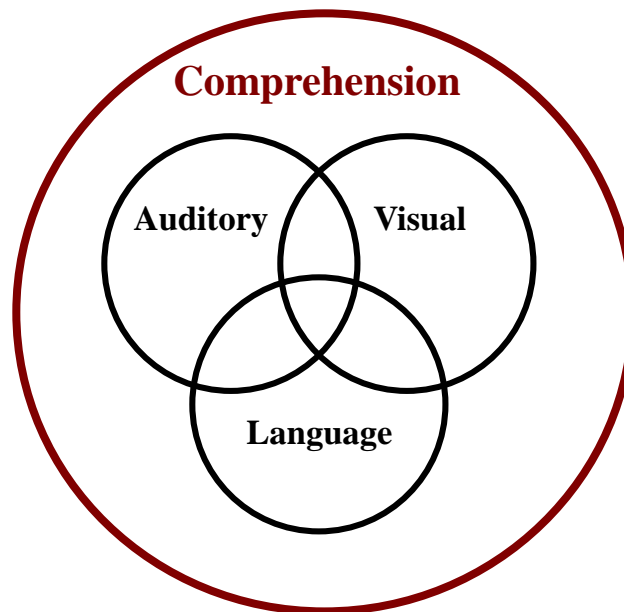
Dyslexia

Hyperlexia/Autism

Lance

Michelle

CA: 16-2 years, 10th grade
PPVT: 17-11 Mental Age

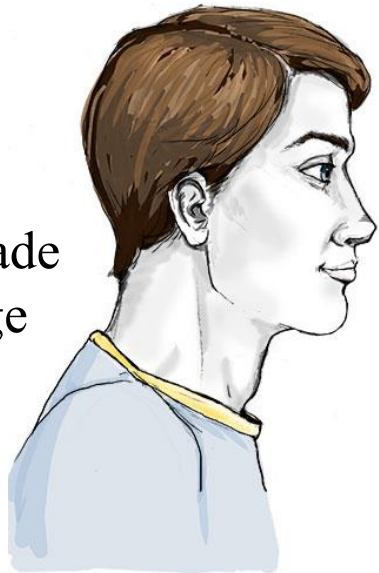


Retained in second grade
Struggled early to learn to read
Always in summer school
Taught with many different reading programs like:

- Formula Phonics
- Total Reading
- Slingerland
- Orton-Gillingham

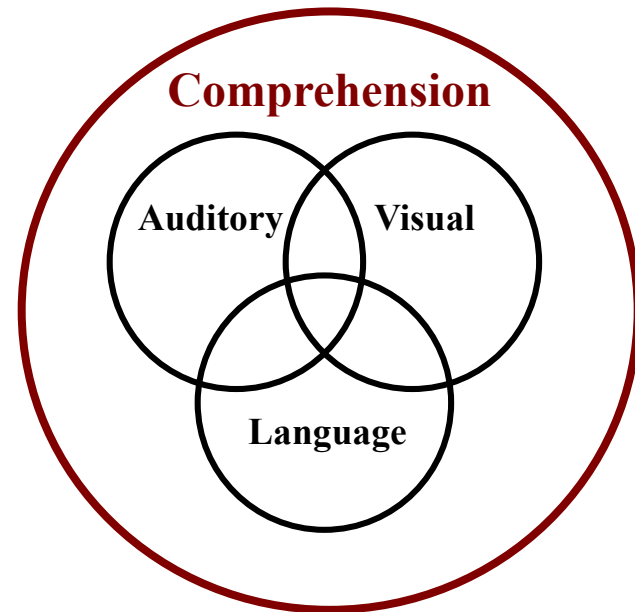
Lance

Cannot decode but *can comprehend*. (Dyslexic?)



CA: 16-2 years, 10th grade

PPVT: 17-11 Mental Age



LAC Test:

64/100

Word Attack:

2.2 Grade Level

Word Recognition:

5.1 Grade Level

Paragraph Reading:

5.8 Grade Level

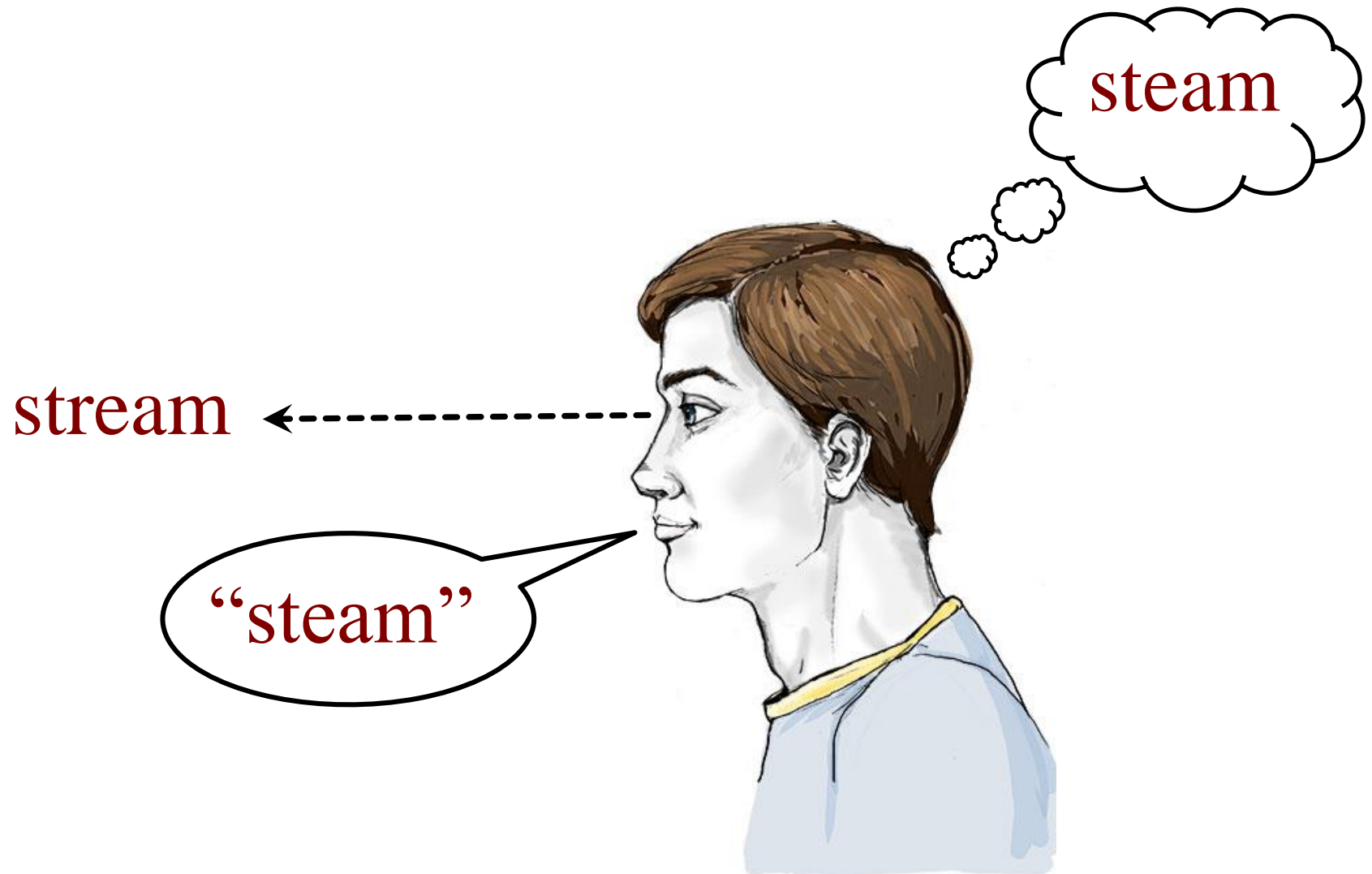
Spelling:

<3.0 Grade Level

Oral Directions:

75th Percentile

Examples of Weakness in PA & SI



Students cannot self-correct because they cannot **auditorily perceive (PA)** and **visually image (SI)** that they omitted the 'r.'

Symptoms of Weakness

Phonemic Awareness & Symbol Imagery

- ❧ Weak word attack skills
- ❧ Weak word recognition skills
- ❧ Difficulty learning and retaining sight words
- ❧ Weak phonological spelling skills (optrty for opportunity)
- ❧ Weak orthographic spelling skills (oportunity for opportunity)
- ❧ Difficulty reading fluently in context
- ❧ Difficulty monitoring, self-correcting reading & spelling errors
- ❧ Slow and laborious decoding skills
- ❧ May be labeled *Dyslexic*



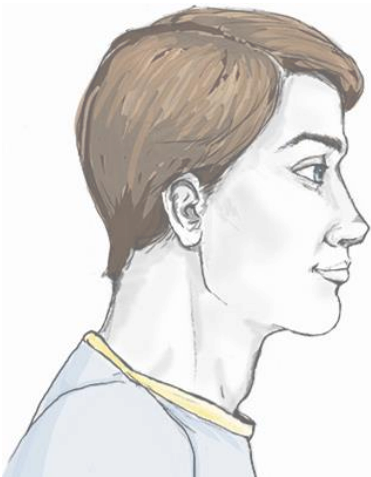
Imagery and the Language Processing Spectrum

Dyslexia

Hyperlexia/Autism

Lance

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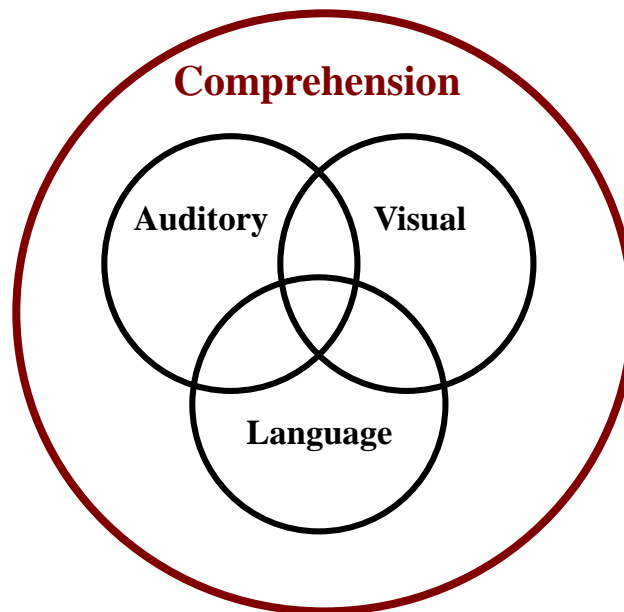
- Formula Phonics
- Total Reading
- Slingerland
- Orton-Gillingham

Michelle

CA: 17-4 years, 12th grade
PPVT: 17-2 Mental Age

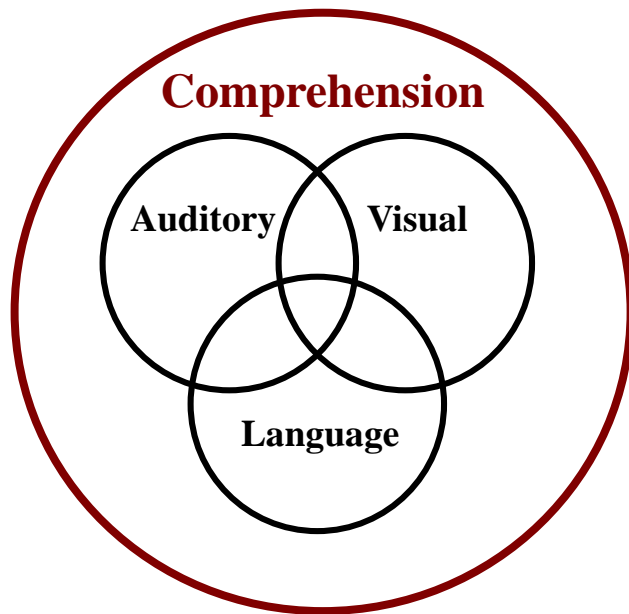


Dropping out of high school
• Not enough credits to graduate
Flat affect
Soft spoken
No eye contact
Poor self-esteem



Michelle

Can decode but *cannot comprehend*. (Hyperlexic/Autistic?)



CA: 17-4 years, 12th grade

PPVT: 17-2 Mental Age

LAC Test:

Word Attack:

Word Recognition:

Paragraph Reading:

Spelling:

Reading Comp.:

Silent Rdg. Comp.:

Oral Directions:

100 (+6)

>12.9 Grade Level

>12.0 Grade Level

>12.0 Grade Level

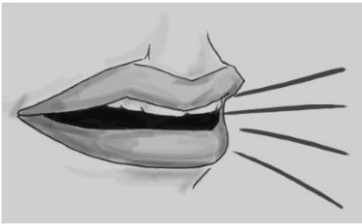
>12.0 Grade Level

9th Percentile

10th Percentile

9th Percentile

Students process PARTS as they read.



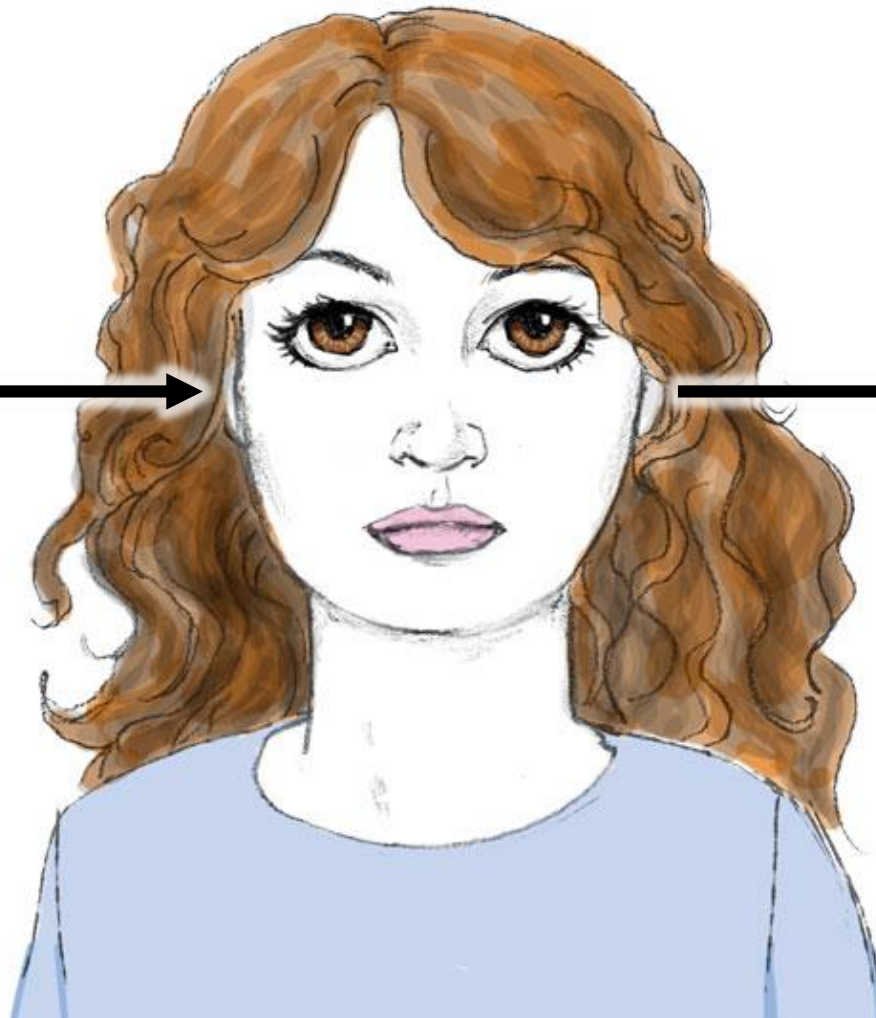
Oral Language



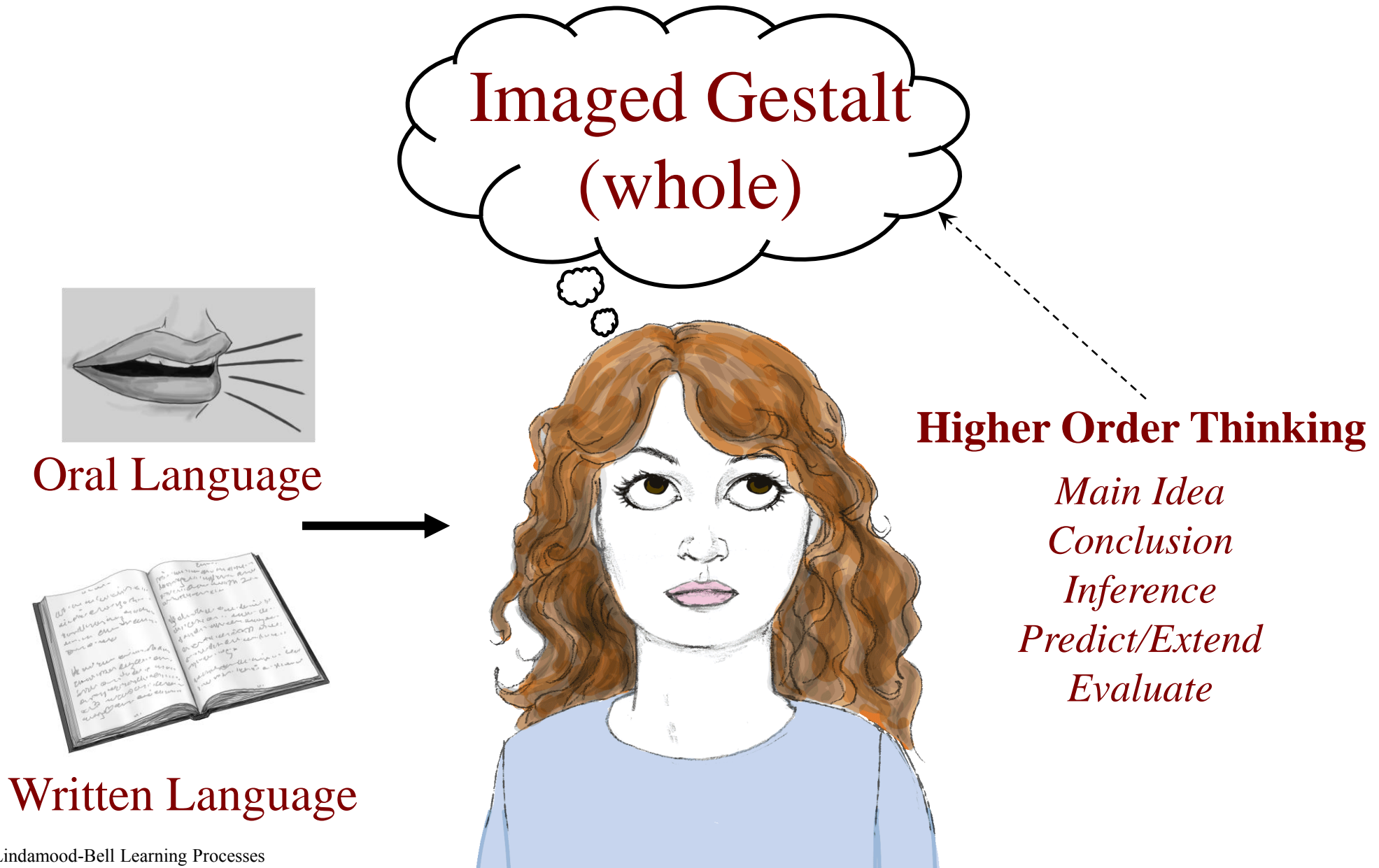
Written Language



parts



Imagery is **sensory** information that prevents language from going in one ear and out the other.



Symptoms of Weakness

Concept Imagery

Difficulty with:

- ✎ written language comprehension
- ✎ oral language comprehension
- ✎ critical, logical, abstract thinking and problem solving
- ✎ following directions
- ✎ expressing language orally
- ✎ expressing language in writing
- ✎ grasping humor
- ✎ interpreting social situations
- ✎ cause and effect
- ✎ attention and focus
- ✎ mental mapping
- ✎ responding to a communicating world



Who Are Our Students?

- ❧ Students with one primary sensory-cognitive weakness
- ❧ Students with weaknesses in both areas
- ❧ Students with varying degrees of both weaknesses (e.g., significant difficulty in decoding and mild difficulty in comprehension)
- ❧ Students with previous diagnoses like Dyslexia, ADHD, or ASD
- ❧ Students age 4 through adult



Lindamood-Bell

Learning Ability Evaluation

Identification of Strengths and Weaknesses

- ☞ A range of standardized language and literacy tests
- ☞ Review of other outside evaluations

Analysis and Consultation

- ☞ Profile explained
- ☞ Instruction plan offered



Lindamood-Bell Instruction

- 🌿 Based on the individual's learning needs
- 🌿 One-to-one instruction
- 🌿 Layers of instructional staff to oversee progress of each student
- 🌿 Director of Instruction works with centers to ensure quality instruction for each student
- 🌿 Videoconferencing used to observe students in session around the globe
- 🌿 Standardized Instructional Development Workshops for all instructional staff



Lindamood-Bell Instruction

- ☞ Daily instruction
- ☞ 5 days a week
- ☞ 1-6 sessions per day
- ☞ A different Clinician each hour; same schedule throughout the week
- ☞ Breaks between sessions
- ☞ Variety of tasks to keep students engaged and motivated
- ☞ Recognition tools and incentive plans



Lindamood-Bell Instruction

- Supervision by **Consultants** and **Instructional Support Team**
- **Progress Updates** including observation and written summary
- **Parent practice sessions** to reinforce skills at home
- **Retest** to determine the next steps for the student
 - Special services available during the school year
 - School visits to discuss progress with team
 - Annual reassessment



Our Programs A Brief Overview

☞ Seeing Stars[®] (SI[™]) program

☞ Lindamood Phoneme Sequencing[®] (LiPS[®]) program

☞ Visualizing and Verbalizing[®] (V/V[®]) program

☞ Talkies[®] program

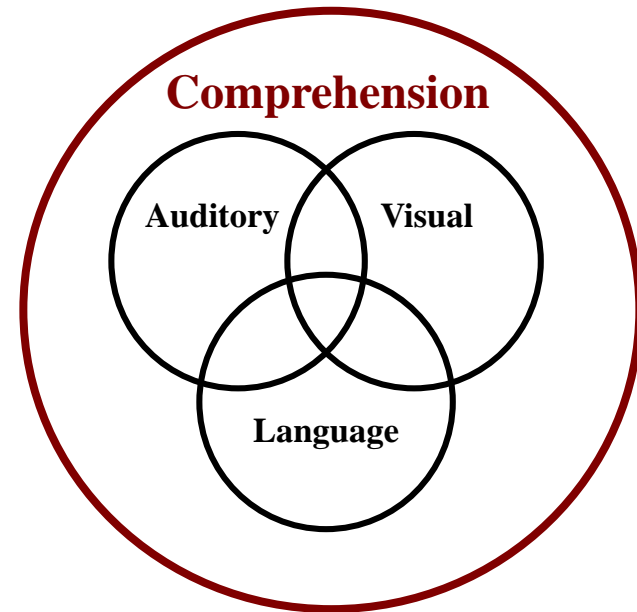
☞ On Cloud Nine[®] (OCN[™]) Math program

What Happened to Lance?

Lance

CA: 16-2 years, 10th grade

PPVT: 17-11 Mental Age



LAC Test:

64/100

100/100

Word Attack:

2.2 Grade Level

10.1 Grade Level

Word Recognition:

5.1 Grade Level

9.8 Grade Level

Paragraph Reading:

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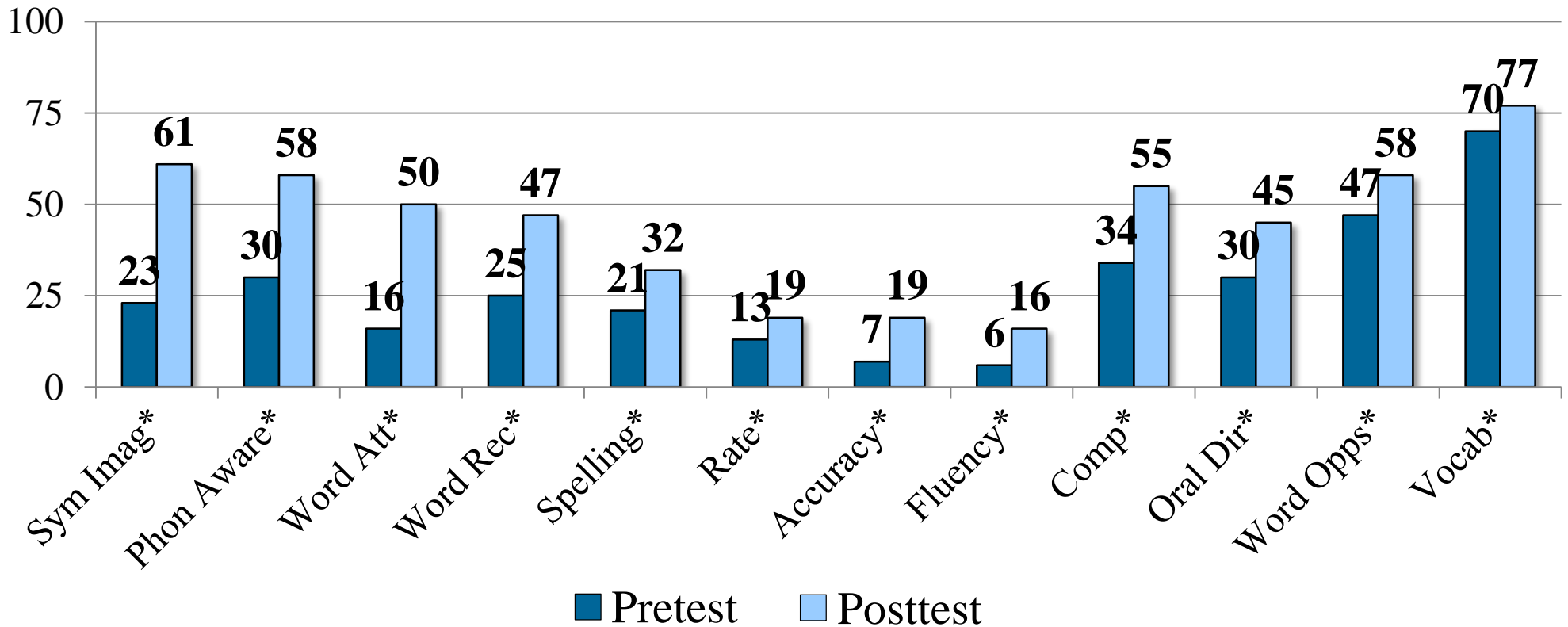
8.9 Grade Level



Decoding Students

Average Hours of Instruction: **100**
n = 4,591 • Average Grade Level: **3rd**

Pre- and Posttest Percentiles



*Statistically significant ($p \leq .05$)

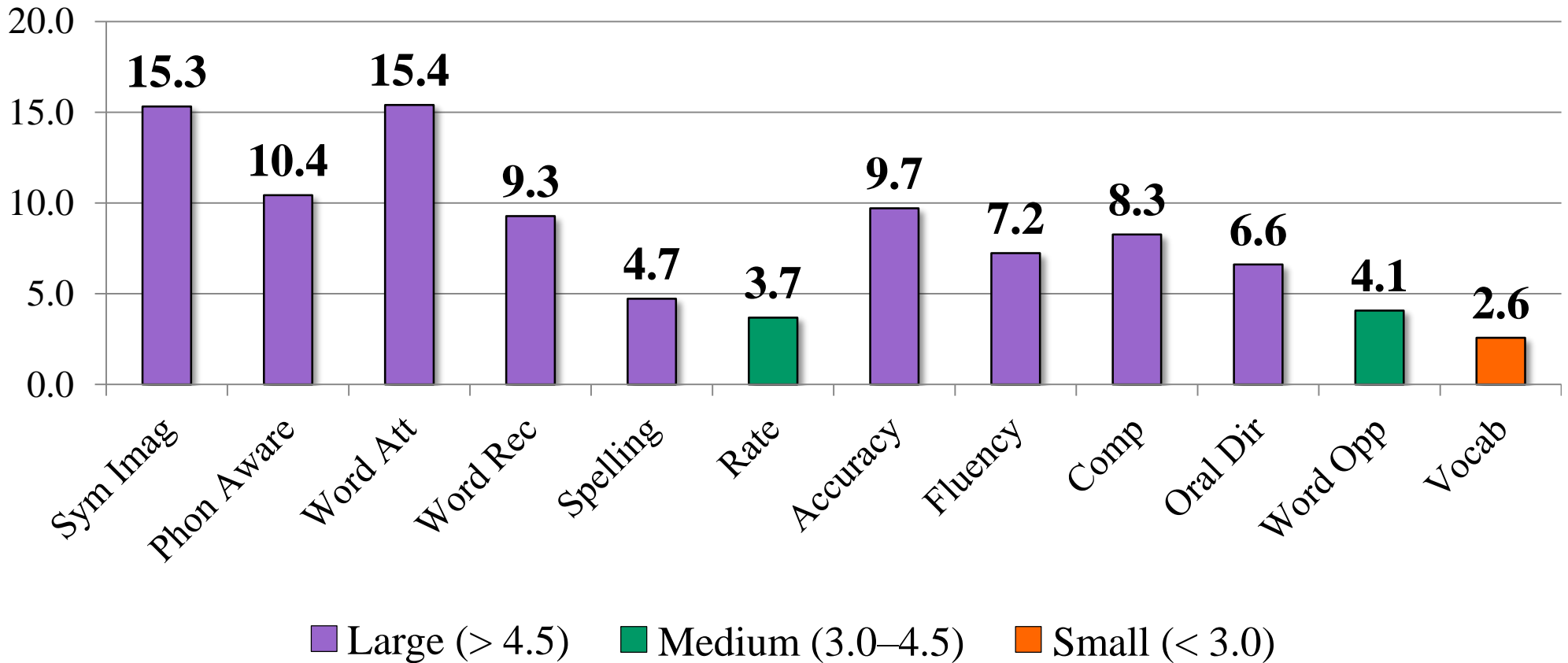
Based on students who received between 20 and 240 hours of
SI only instruction at Learning Centers, 2008 through 2014.



Decoding Students

Average Hours of Instruction: **100**
***n* = 4,591** • Average Grade Level: **3rd**

Average Standard Score Changes



Based on students who received between 20 and 240 hours of
SI only instruction at Learning Centers, 2008 through 2014.

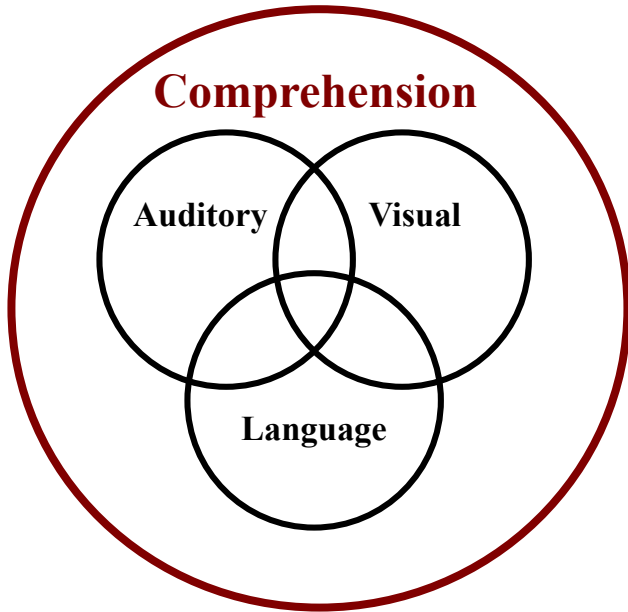


What Happened to Michelle?

Michelle

CA: 17-4 years, 12th grade

PPVT: 17-2 Mental Age



Reading Comp:

Silent Rdg. Comp:

9th Percentile

10th Percentile

40th Percentile

40th Percentile

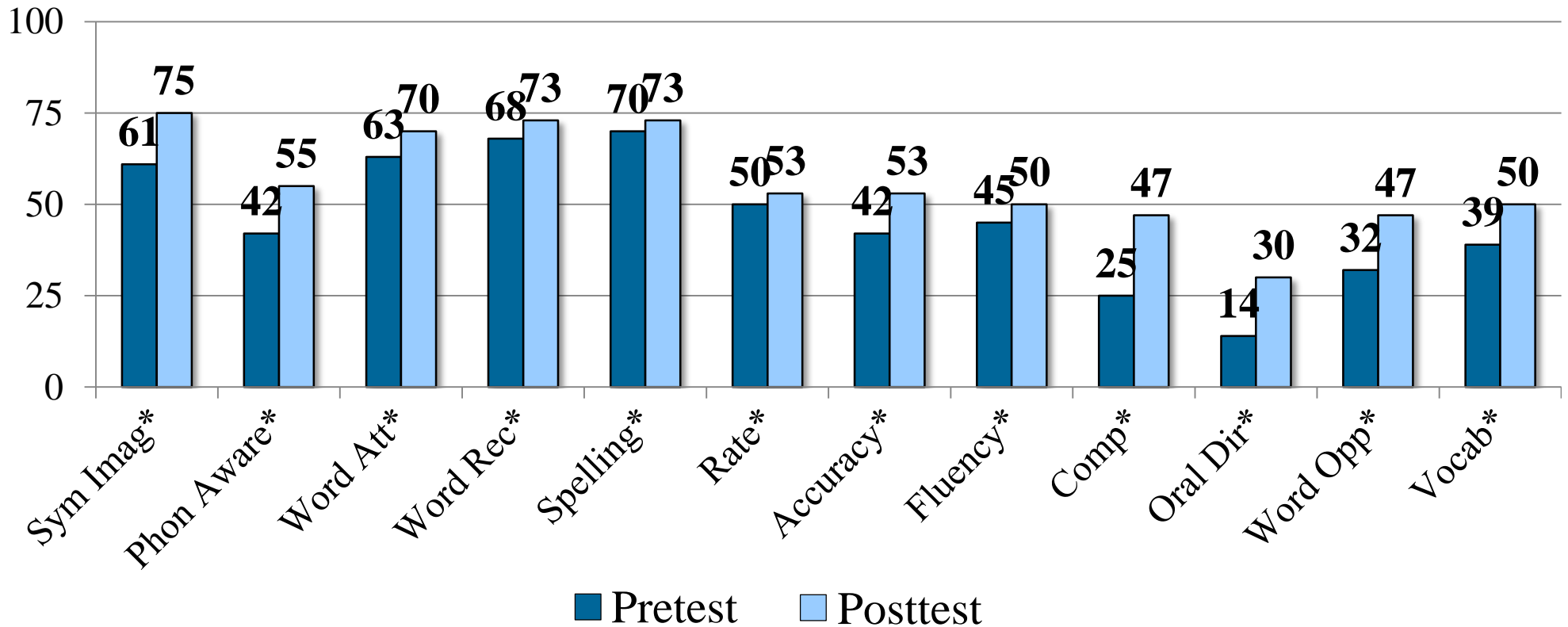


Comprehension Students

Average Hours of Instruction: **99**

***n* = 3,079** • Average Grade Level: **6th**

Pre- and Posttest Percentiles



*Statistically significant ($p \leq .05$)

Based on students who received between 20 and 240 hours of V/V only instruction at Learning Centers, 2008 through 2014.

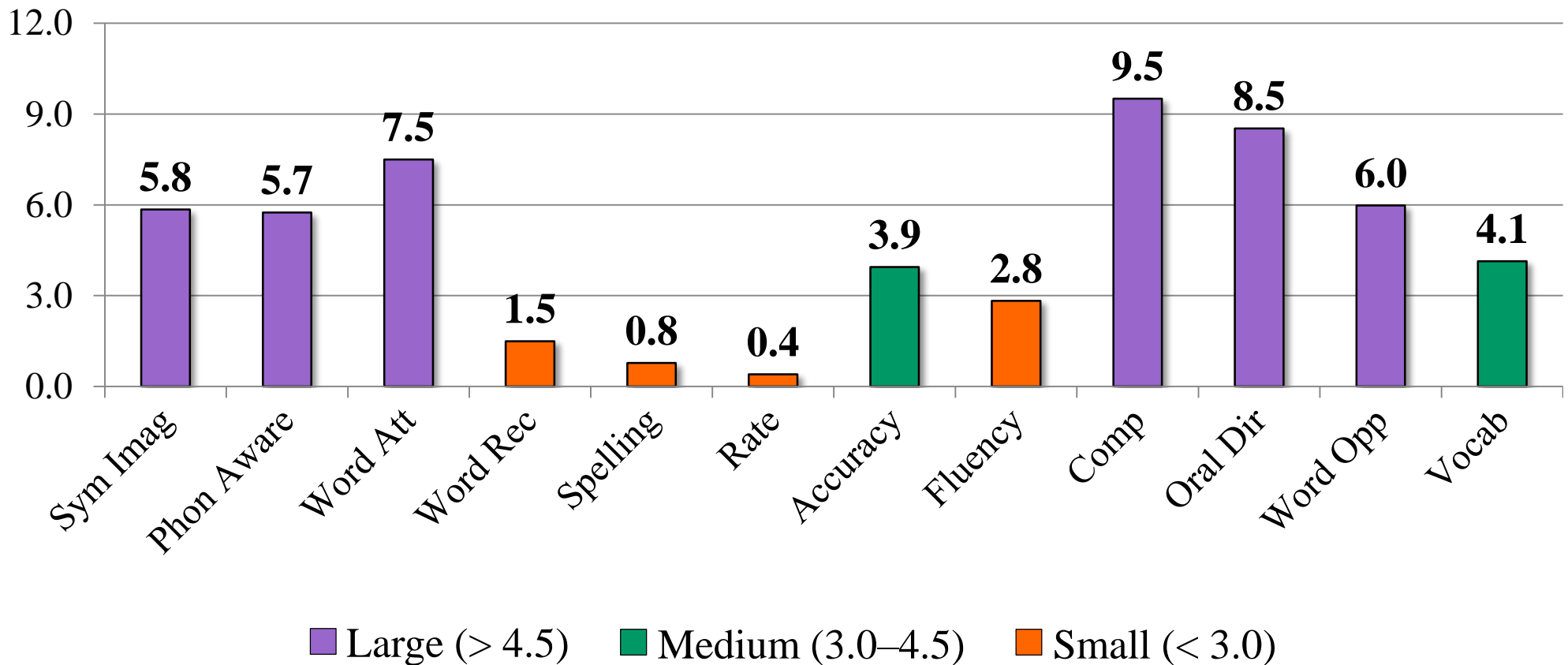


Comprehension Students

Average Hours of Instruction: **99**

***n* = 3,079** • Average Grade Level: **6th**

Average Standard Score Changes



Based on students who received between 20 and 240 hours of V/V only instruction at Learning Centers, 2008 through 2014.



For more information or to sign up for an evaluation:

Call **(503)567-8028**

Email **christina.sanders@lindamoodbell.com** or

jamie.geddis@lindamoodbell.com