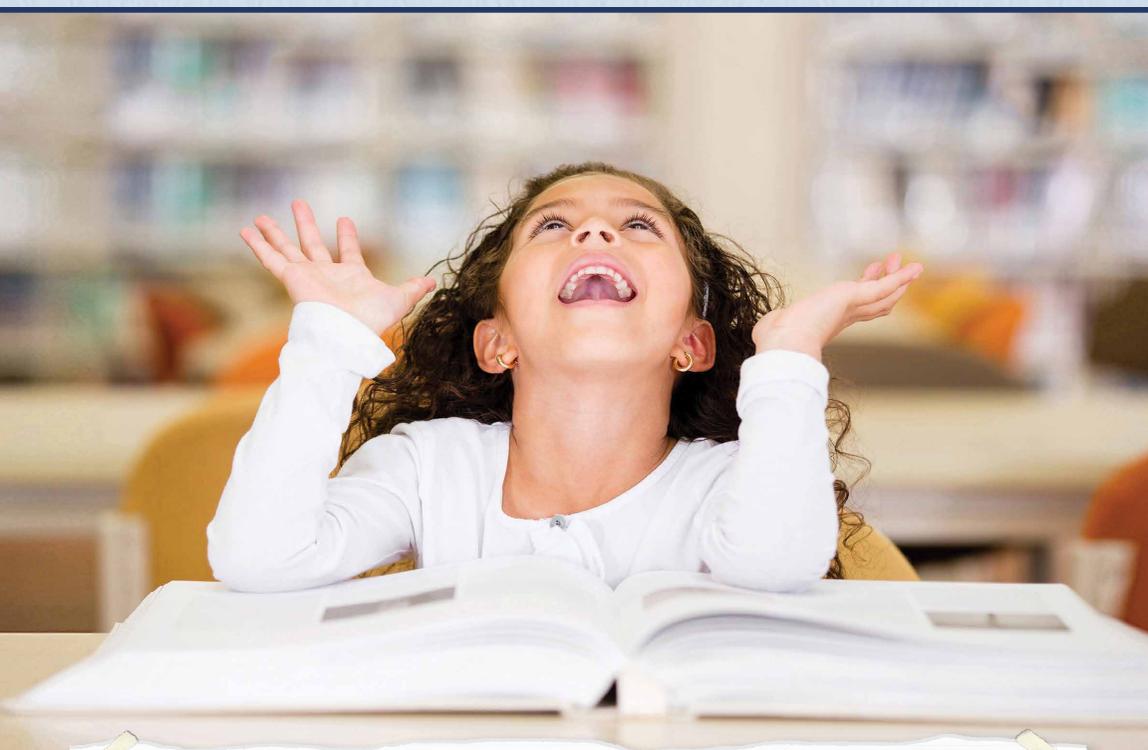


LEARNING CENTRES & INSTRUCTION



“We believe, passionately, that all children and adults can be taught to read and comprehend to their potential.”

- Nanci Bell

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“The daughter that I see now loves to read...I cannot say enough good things about this program.”

- Zoe, a mother



We began in 1986 with a BIG DREAM and one small learning centre in California.

I'm proud to tell you that we now have over 100 Lindamood-Bell Learning Centres around the world, and we have changed the lives of thousands of children and adults from over 40 countries.

Our intensive instruction, four hours a day, results in extraordinary gains in weeks of instruction. We develop the imagery-language foundation for learning and thinking.

We believe in the potential of your child and we want to make your big dreams come true.

All the best,

A handwritten signature in cursive that reads "Nanci Bell".

Co-Founder

Lindamood-Bell Learning Processes

LEARNING ABILITY EVALUATION

✓ THE RIGHT EVALUATION

- 10+ standardized measures of reading, comprehension, and math
- Identification of strengths and weaknesses
- Consultation to explain findings



“ It’s like getting a fingerprint of your child’s unique learning profile. ”

~ Mary, an elementary principal

An accurate **Learning Ability Evaluation** is the **first step** in teaching individuals to learn to their **potential**.

LEARNING SKILLS MEASURED

- ✓ Sounding Out Words
- ✓ Word Reading
- ✓ Paragraph Reading
- ✓ Reading Comprehension
- ✓ Oral Language Comprehension
- ✓ Spelling
- ✓ Vocabulary
- ✓ Math
- ✓ Following Directions



A PARENT EXPLAINS:

"I've had my son tested three separate times during his school years. In each case they told me that he couldn't read or spell beyond a 2nd-grade level even though his IQ was above average.

They never could tell me WHY Sam couldn't read and spell. The Lindamood-Bell Centre Director showed my wife and me each test, described what it measured, and explained how each result affected Sam's performance in school.

Then she told us HOW the Lindamood-Bell programs would solve these problems for Sam. I am so relieved."

- Sam's dad

OUR PROGRAMS



>>> YOU CAN ACHIEVE YEARS OF LEARNING GAIN <<<
IN WEEKS OF INDIVIDUALIZED INSTRUCTION.

- ◆ Lindamood-Bell® programs are unique.
- ◆ Traditional reading and tutoring programs focus on content-area instruction. Lindamood-Bell programs focus on the sensory-cognitive processing necessary for reading and comprehension.
- ◆ Lindamood-Bell is the only official provider endorsed by the authors of the programs and offers the highest level of instructional quality and fidelity.



Founders: Pat Lindamood and Nanci Bell

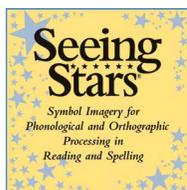
“Our research-validated programs develop the imagery-language foundation necessary for reading, comprehension, and math.

We believe in you, and you can believe in us.”

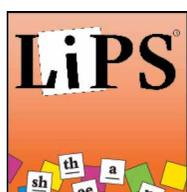
~ Nanci Bell



READING AND SPELLING



The **Seeing Stars**[®] program, by Nanci Bell, develops symbol imagery—the ability to visualize sounds and letters in words—as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency.



The **Lindamood Phoneme Sequencing**[®] (**LiPS**[®]) program, by Pat and Phyllis Lindamood, develops phonemic awareness, reading, spelling, and speech. Students discover the physical characteristics of each phoneme and use this kinesthetic feedback to verify sounds within words.

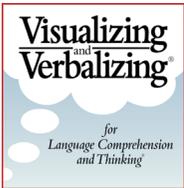
“The automaticity of symbol imagery allows for rapid processing and quick self-correction...and because the processing is not labourious and time consuming, an individual’s reading fluency is maintained and guessing is reduced.”

~ Nanci Bell

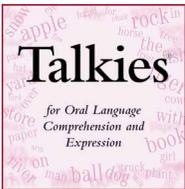
OUR PROGRAMS



COMPREHENSION



The **Visualizing and Verbalizing® (V/V®)** program, by Nanci Bell, develops concept imagery—the ability to create an imaged gestalt from language—as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.



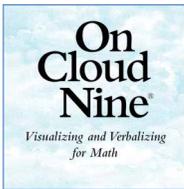
The **Talkies** program, by Nanci Bell and Christy Bonetti, is the primer to the Visualizing and Verbalizing program for students who need simpler, smaller steps of instruction to establish the imagery-language connection.

“Clinical research and experience over the last thirty years indicate there is a separate comprehension weakness that is rarely identified. This weakness often undermines the reading process...It is weakness, based in the sensory system, in creating an imaged gestalt.”

~ Nanci Bell



MATHEMATICS



The **On Cloud Nine® (OCN)** program, by Nanci Bell and Kimberly Tuley, develops the ability to image and verbalize the concepts and processes of math. Concept imagery and numeral imagery are integrated with language to improve both mathematical reasoning and mathematical computation.

“Mathematics is cognitive processing, thinking, that requires the dual coding of imagery and language. Imagery is fundamental to the process of thinking with numbers.” ~ Nanci Bell



LINDAMOOD-BELL INSTRUCTION

✓ THE RIGHT INSTRUCTION

- Research-validated programs
- One-to-one instructor-student ratio
- Instructional quality team oversight
- Welcoming, comfortable environment for all ages

>>> SENSORY-COGNITIVE INSTRUCTION <<<

Recommendations are differentiated based on the learning needs of each student.



DAILY, ONE-TO-ONE INSTRUCTION

- One-to-one instructor-student ratio
- One to six hours a day
- Five days per week
- Offered year-round



PAIRED INSTRUCTION

- Maximum of 80 hours per enrolment period
- Two students per instructor
- Students with similar learning profiles

Years of
➤ **ACADEMIC GROWTH** ➤
IN JUST
A Few Weeks



“You have given her solid ground to stand on, a reason to believe in herself, and wings to fly!”

~ Sheryl, a mother

>>> AFTER SCHOOL INSTRUCTION <<<



APPLICATION TO CONTENT

- Applies sensory-cognitive skills to classroom content
- Tailored to individual needs and schoolwork
- One-to-one instructor-student ratio
- One or more hours per day, one or more days per week



HOMEWORK MATTERS

- Assists students with completing homework independently
- Individualized attention, small-group setting
- Flexible scheduling
- One to four afternoons per week

Let's create the ➤ **MAGIC OF LEARNING** ➤

➤➤➤ ENRICHMENT <<<

Appropriate for students who are not currently recommended for sensory-cognitive instruction.



ACADEMIC PREP

- Writing
- Study skills
- Note-taking
- Test taking strategies
- Organizational skills
- One-to-one instructor-student ratio
- One to four hours, one or more days per week

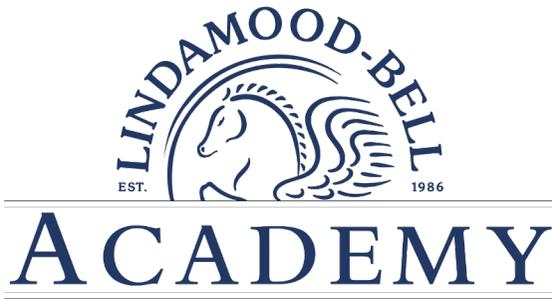


KINDERGARTEN BOOST

- Available for students four to six years old
- Early reading, comprehension, and math skills
- One-to-one instructor-student ratio
- One to two hours, two or more days per week



LINDAMOOD-BELL ACADEMY



WE ARE SUCCESSFUL *when traditional schools are not.*

- A great solution for all students
- A K-12 private school
- One-to-one and small-group instruction
- Imagery-language foundation for learning
- Complete curriculum of courses
- Accredited private school based in San Luis Obispo, California
- Classes available online or in person

LINDAMOOD-BELL IS
> MORE THAN
research-based.

WE ARE RESEARCH-VALIDATED!

“ We are committed to ongoing analysis of our program efficacy and have the research to prove it. ”
- Nanci Bell



ROBERT PASTERNAK, PH.D.

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

Speaker at the Lindamood-Bell® International Conference

“ I want to make a quick distinction between research-based and research-validated because it's an important distinction. It's easier to be research-based, because research-based simply means you read the research and you imbed that research in what you are developing.

What is more challenging is to be what is called research-validated, which means you want to see programs that have evidence of effectiveness. You want to know that the stuff works. ”

Our continued success is due to our

Unique Approach:

we accurately assess individual needs, provide research-validated, sensory-cognitive instruction, and create an environment that is *safe, positive, and focused*.



We actively participate in peer-reviewed studies of our programs and instruction, and monitor internally the results at our learning centres and school partnerships to ensure that we maintain our exceptional standard of quality. Some examples:

Georgetown University

Gray matter volume changes following reading intervention in dyslexic children

Massachusetts Institute of Technology

Impact of intensive summer reading intervention for children with reading disabilities & difficulties in early elementary school

The University of Alabama at Birmingham

The impact of reading intervention on brain responses underlying language in children with autism

and

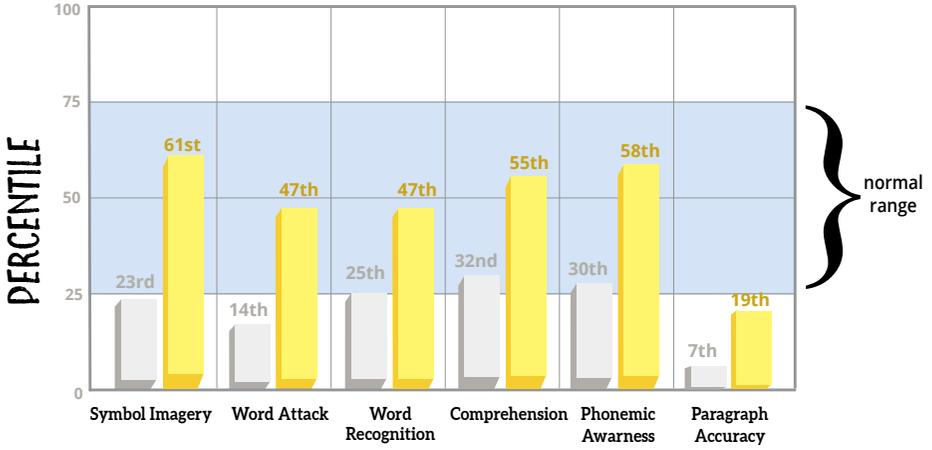
Changes in intrinsic connectivity of the brain's reading network following intervention in children with autism

LEARNING CENTRE RESULTS

A SNAPSHOT OF STUDENT SUCCESS

Decoding Instruction

Years: 2008-2016 Number of Students: 6,544



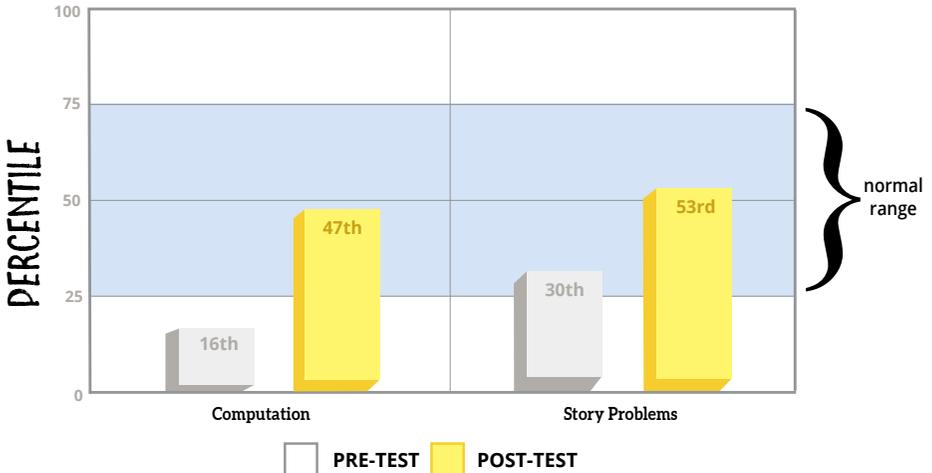
Comprehension Instruction

Years: 2008-2016 Number of Students: 4,201



Math Instruction

Years: 2008-2016 Number of Students: 210



PRE-TEST POST-TEST

All results are statistically significant ($p \leq .05$).

OUR STUDENTS



NUMBER AND PERCENTAGE OF STUDENTS BY PRIOR DIAGNOSIS

Multiple Diagnoses



Attention Deficit Hyperactivity Disorder



Dyslexia



Specific Learning Disability



Autism Spectrum Disorder



Speech or Language Impairment



Central Auditory Processing Disorder



Hyperlexia



It is important to note that *57% of the students* receiving our instruction do not have a prior diagnosis in spite of having formative language processing issues. It is also important to note that a high percentage of our students have a diagnosis of ADHD that may be caused by their difficulty processing language.

REAL STUDENTS, REAL STORIES



“My son William is 7 years old and in first grade. He’s now reading at two grade levels above his current grade because of his progress at Lindamood-Bell. Before he came to Lindamood-Bell he couldn’t even read a complete sentence.”

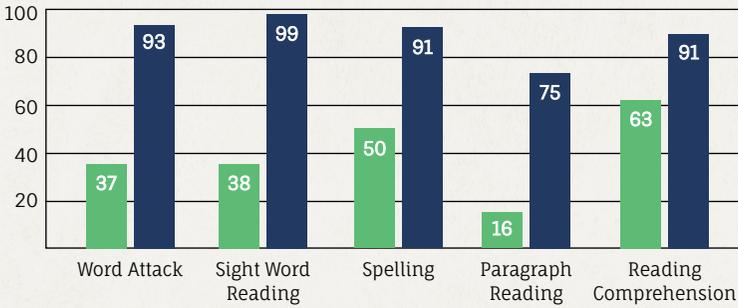
- Rodney, a parent



Decoding Instruction

Pre- and Post-test Percentiles

7 year old, first grader, 100 hours of decoding instruction



“The daughter that I see now loves to read. Lindamood-Bell was able to provide the right setting, instructors, and resources to aid Amanda in her comprehension deficit and build her self-esteem that was robbed by years of wrong placement and diagnosis.”

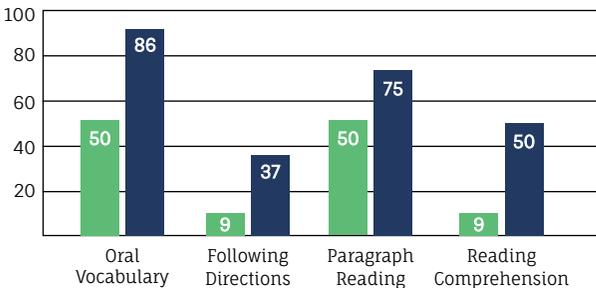
-Erin, a mother of a secondary student



Comprehension Instruction

Pre- and Post-test Percentiles

19 year old, university student, 140 hours of comprehension instruction



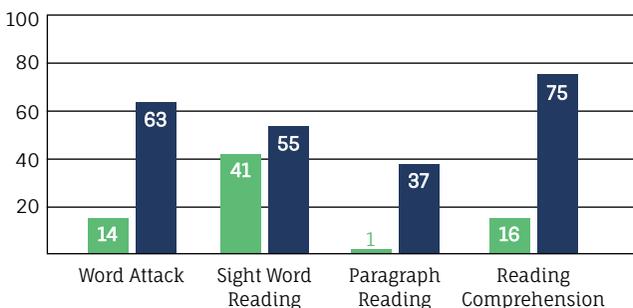


“Our son’s entire experience at Lindamood-Bell has elevated him academically and emotionally, enabling him to reach a new maturity.”
 – Kacey, a father

Decoding Instruction

Pre- and Post-test Percentiles

11 year old, 5th grader, 140 hours of decoding instruction



“We never anticipated her progress would be so quick and astonishing. Her reading improved from not even being able to sound out the first letter of a word to being an avid reader.”
 – Nate, a father

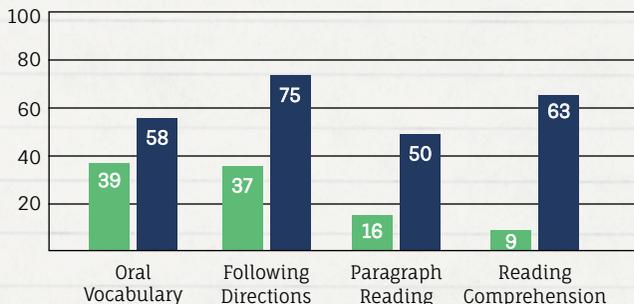
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Decoding & Comprehension Instruction

Pre- and Post-test Percentiles

10 year old, 5th grader, 165 hours of decoding & comprehension instruction





GET STARTED

At Lindamood-Bell there are many ways to get connected with our individualized services.

-  Visit LindamoodBell.com for more information.
-  Speak with one of our knowledgeable Centre Directors about your student.
-  Schedule an evaluation to assess learning strengths and weaknesses.
-  Enrol now and experience the difference Lindamood-Bell can make.



CALL TO GET STARTED TODAY!

(416) 895-5946

“After several weeks in the program, my son gained two years in reading. I can't help but tear up every time I hear him read.”

- Shelly, a mother



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LindamoodBell.com