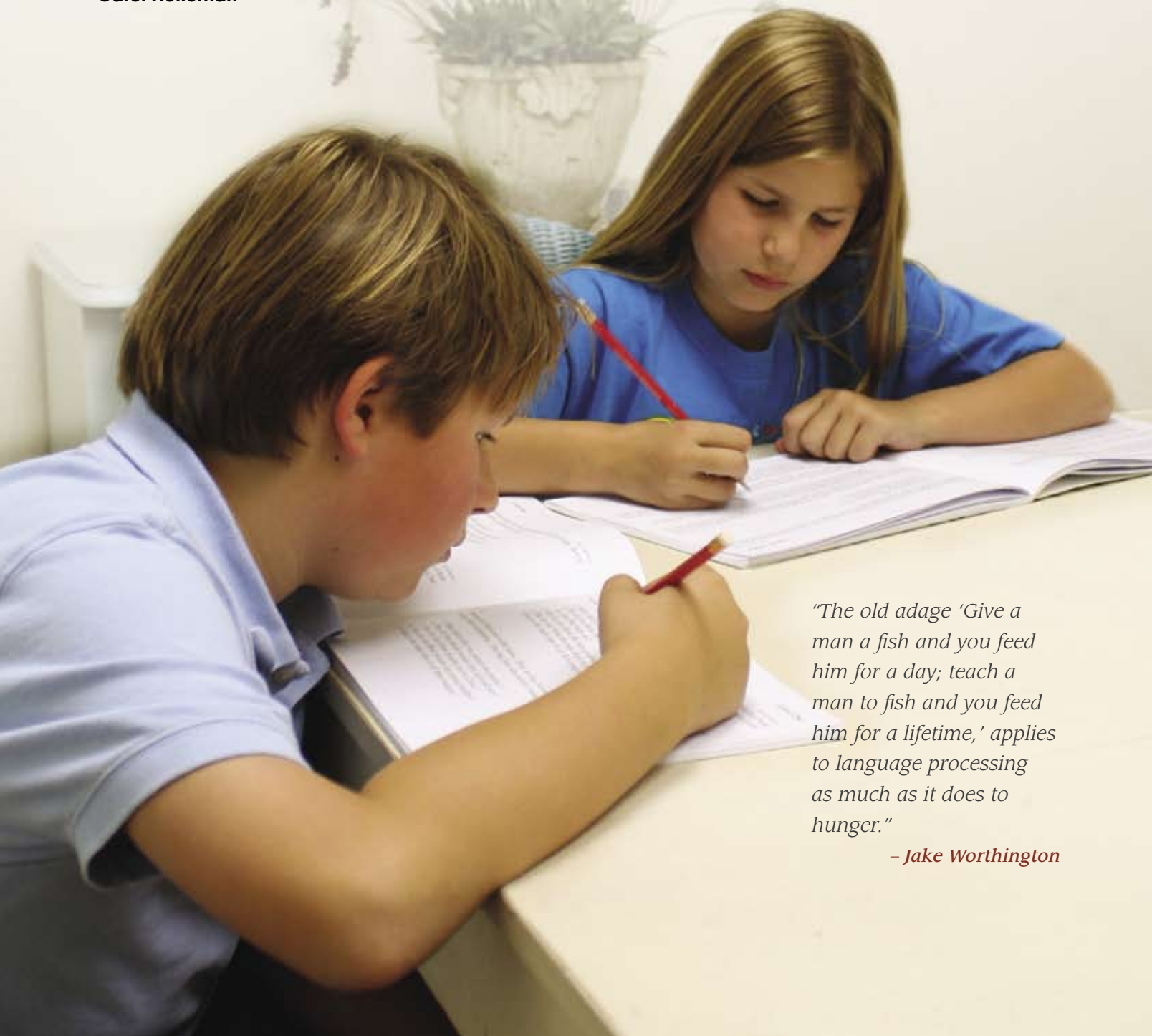


Lindamood-Bell

Helping Students Become
Independent, Successful Learners

Written by
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"The old adage 'Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime,' applies to language processing as much as it does to hunger."

- Jake Worthington

Many children and adults struggle with problems related to reading, spelling, language comprehension, and language expression. Factor in diagnoses like dyslexia, attention deficit disorder, hyperlexia, and autism and it can be difficult to know where to turn for the right educational assistance.

With more than 30 years of clinical research experience, the internationally renowned organization Lindamood-Bell Learning Processes offers programs that help identify and correct learning weaknesses. Their approach focuses on individual needs by helping students develop the skills necessary to become independent and self-correcting learners.

Lindamood-Bell instruction addresses phonemic awareness (the ability to hear and manipulate sounds in words), fluency, spelling, vocabulary, comprehension, critical thinking, writing, and math. The goal is to develop language processing so every student learns to his or her fullest potential.

Founded in 1986 by Patricia Lindamood and Nanci Bell, Lindamood-Bell® Learning Centers are now found in 42 locations across the country, including California locations such as Monterey, San Luis Obispo, and Santa Barbara.

Lindamood-Bell also collaborates with hundreds of schools nationwide to provide innovative instructional programs, professional development, and consulting.

“What really makes our program implementation unique is our Lindamood-Bell Instructional Model,” explains Jake Worthington, Director of the Monterey Learning Center. “The Lindamood-Bell Instructional

Model is the combination of our programs [authored by our founders], diagnostic learning evaluations, instructional environment, and layered instructional quality control.”

To establish a learning profile, each Lindamood-Bell student undergoes a number of standardized tests. Then a consultation is held to explain the student’s strengths and weaknesses, and an instruction plan is discussed. Each instruction plan is tailored to the student’s learning needs, and embodies an interactive, balanced approach.

“We provide one-on-one instruction in our programs to develop the student’s ability to accurately receive and efficiently process language,” says Worthington. “It is our core belief that if you develop the sensory cognitive skills as applied to language and literacy development, you can then apply that to any content topic, instead of band-aiding a single area of difficulty.”

In addition to the instructional focus, the intensity of their programs is another notable difference between Lindamood-Bell and other centers that provide learning assistance. Regular instruction entails hourly sessions daily, while intensive instruction consists of two to four hours per day. “Our average results with intensive instruction are two to three years’ growth in the areas we are trying to improve in as little as four to six weeks,” Worthington says.

To keep each day as active as possible—particularly during intensive instruction—each hour students work with a different clinician who helps reinforce information in a multitude of ways. Once sensory-cognitive processing is stable, follow-up assistance may range from one consultation per week to daily sessions, based on a student’s learning needs.

“By developing students’ abilities to read, spell, comprehend, and compute math you prepare them to learn on their own,” says Worthington. “The old adage ‘Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime,’ applies to language processing as much as it does to hunger.”

To learn more about Lindamood-Bell, call 1.800.233.1819, or visit their Website at www.lindamoodbell.com