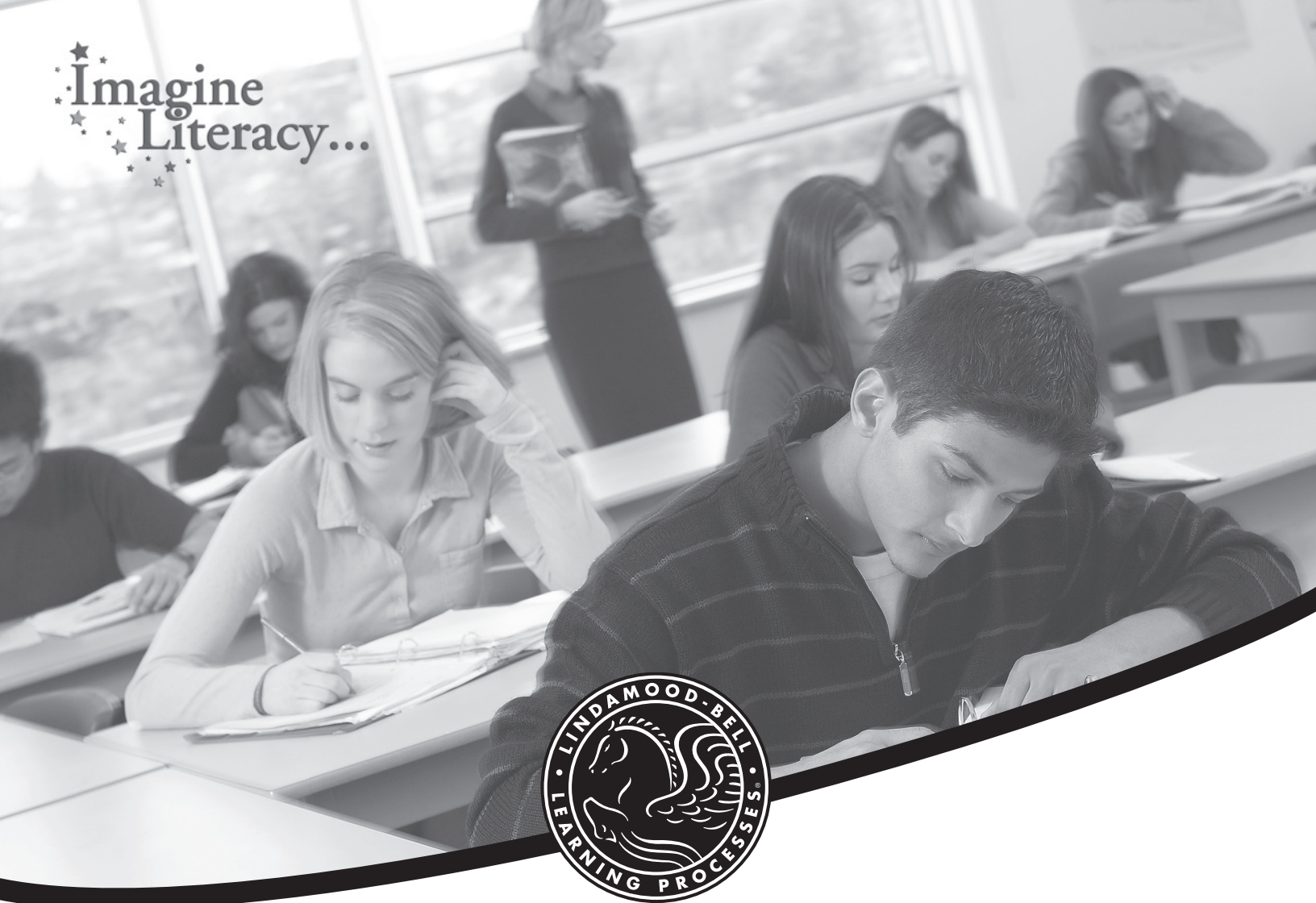


Imagine
Literacy...



LINDAMOOD • BELL
Learning Processes

SCHOOL SERVICES

PROJECT EXAMPLES
RESEARCH
STATISTICS

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Introduction from the Director

To Whom It May Concern:

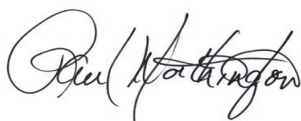
Lindamood-Bell Learning Processes adheres to the premise that the brain functions necessary to comprehend, decode, speak, and write the English language are varied and sophisticated. Understanding these functions and their interrelationships requires on-going research. The success of Lindamood-Bell in helping students learn to their potential has been achieved through the development and use of research-based programs, which have been in existence for over thirty years. The Lindamood-Bell® programs incorporate the five essential components of reading instruction as identified in the National Reading Panel Report — phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Lindamood-Bell's School Services division facilitates program implementation in public and private schools, as well as other educational facilities around the world. A School Services project consists of professional development in the programs for teachers, real-time differential diagnosis, small group intensive intervention, on-site consulting and monitoring, and school and district-wide implementation.

In the 2003-2004 school year, 2,593 at-risk kindergarten through 12th grade students from 116 schools in eleven states received Lindamood-Bell® instruction via School Services projects. As with students served in the past, the 2003-2004 population was diverse. For example, the gender split was 43% female and 57% male and ethnically, 50% were Hispanic, 27% White, 15% American Indian/Alaska Native, and 7% Black . (While all grades were represented, the average student grade level was 4.6 and the largest percentage of students was 3rd graders.)

This summary report shows results from representative School Services projects over the past several years. Note that some of the following results are split by primary area of need/instruction focus. For example, students who primarily had decoding issues received instruction in the Seeing Stars® program or a combination of the Seeing Stars® and the Lindamood Phoneme Sequencing® programs—these students are referred to as *decoding focus* students. Students who primarily had comprehension issues received instruction in the Visualizing and Verbalizing® program—these students are referred to as *comprehension focus* students.

Our goal is to enhance learning for all people, for all ages... for life — our statistics reveal that *We Create the Magic of Learning®*.



Paul Worthington,
Director of Research & Development



Due to the extremely diverse nature of the population of individuals we service, Lindamood-Bell makes no guarantee, or representation of warranty (express or implied) regarding an individual's results from program participation or as compared to the aggregate results contained in this report. Results will vary from student to student.

Instructional Programs and Learning Deficits

Instructional Programs

The owners and directors of Lindamood-Bell have authored programs that develop sensory-cognitive functions, which are recognized as being essential to spoken and written language competence. The sensory-cognitive functions and related programs that are the focus of this report are as follows:

Decoding and Spelling

(Phoneme Awareness and Symbol Imagery)

Phoneme awareness and symbol imagery are primary sensory-cognitive functions that enable individuals to auditorily perceive and visually image sounds and letters within words. These abilities underlie fast and accurate word attack, word recognition, paragraph reading, and spelling skills. Individuals with intact phoneme awareness and symbol imagery normally learn to read and spell with ease. However, weakness in these functions interferes with the ability to self-correct and read/spell accurately and rapidly.

Phoneme awareness and symbol imagery are stimulated through the application of the Lindamood Phoneme Sequencing® (LiPS®) and the Seeing Stars® for Symbol Imagery (SI™) Programs.

Language Comprehension

(Concept Imagery)

Concept imagery is the ability to visualize the gestalt (whole) from language that is read or heard. This ability underlies oral and written language comprehension, problem solving, following oral directions, and critical thinking. Individuals with well-developed concept imagery can quickly create imaged gestalts in their minds and, consequently, are able to process the “big picture.”

However, weakness in concept imagery prevents individuals from comprehending oral and written language, including higher order thinking skills such as understanding the main idea, making inferences, drawing conclusions, predicting, problem solving, and performing other reasoning tasks.

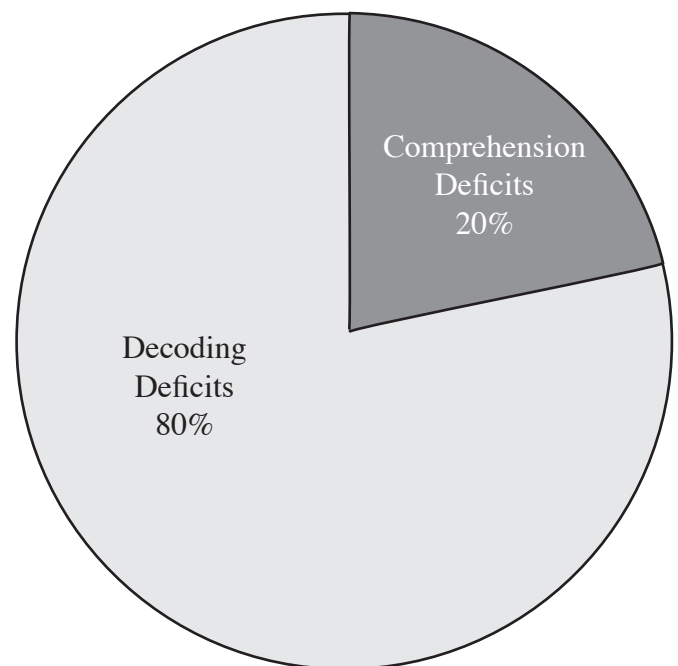
Concept imagery is stimulated through the application of the Visualizing and Verbalizing for Language Comprehension and Thinking® (V/V®) Program.

Learning Deficits

A primary deficit in phoneme awareness and symbol imagery is referred to as a *decoding* deficit. These students received most or all of their instruction in a combination of the LiPS® and SI™ programs or in the SI™ program only.

A primary deficit in concept imagery is referred to as a *comprehension* deficit. These students received instruction in the V/V® program only.

The majority of students who received Lindamood-Bell® instruction have decoding deficits as illustrated below (based on 2003–2004 data).



Testing Battery

Testing Battery

An extensive battery of nationally normed tests, such as the Peabody Picture Vocabulary Test and the Woodcock Reading Mastery Test, are administered to students who receive Lindamood-Bell® instruction. The following measures are used to determine appropriate and specific instructional plans and to analyze learning gains.

Vocabulary

Often considered a measure of general verbal ability, the receptive oral vocabulary test measures word knowledge by the selection of a picture to match a spoken word.

Oral Directions

This test assesses the ability to mark visual material after oral directions have been given. For example, “Draw a line from one star to the other star that does not touch the triangle.”

Word Opposites

This test assesses expressive oral vocabulary. The individual must respond verbally with a word that means the exact opposite of a stimulus word. For example, “What is the opposite of hot?”

Spelling

This test provides information about the individual’s spelling readiness and/or written spelling ability. The individual is asked to write his/her name and, depending on age and ability, may be asked to write isolated alphabet letters and/or spell words ranging from single syllable to complex multisyllable real words.

Word Recognition

This test assesses the ability to decode lists of real words out of context from primer to high school level.

Word Attack

This test assesses the ability to decode nonsense words composed of one to four syllables and provides information about the individual’s ability to phonetically process unfamiliar words.

Paragraph Reading Rate, Accuracy, Fluency, and Comprehension

This contextual reading test assesses paragraph reading rate, accuracy, fluency, comprehension, and overall paragraph reading ability. An individual is asked to read passages aloud, while being timed, and answer multiple-choice questions. Combining paragraph reading fluency

and comprehension results in a composite measure of overall paragraph reading.

As stated earlier, the Lindamood-Bell® programs incorporate the five components of reading instruction included in the National Reading Panel Report — phonemic awareness, phonics, fluency, vocabulary, and comprehension. Progress on the above-mentioned nationally normed tests validates the importance of all of these skills as related to reading.

In some cases, other test results (e.g., state or district mandated tests) are provided.

Comprehensive District Reform

Results

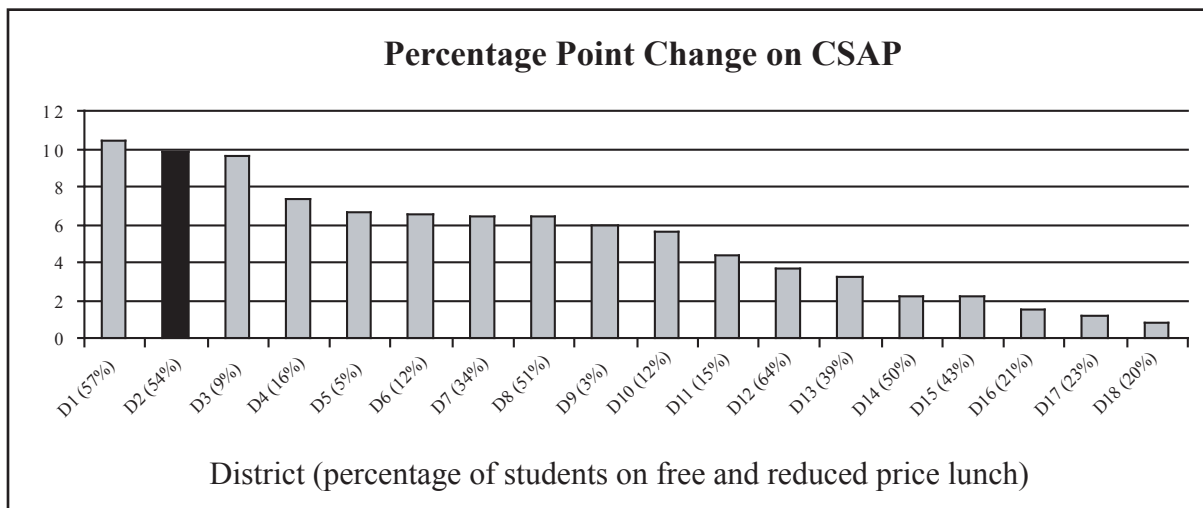
In 1998, a Title I school in a large, urban Colorado district (D2) began implementing the Lindamood-Bell® model. The school's success prompted the district to increase the number of schools involved each year. During the 2003-2004 school year, 31 of the 33 schools in the district were implementing the model. Sixteen of the district's 24 elementary schools are Title I schools.

Research suggests that there is an inverse relationship between socioeconomic status (SES) and academic achievement. For example, a district with a high percentage of students on free and reduced-price lunches usually has a low percentage of students progressing academically.

An independent analysis of Colorado SES and achievement data revealed that this isn't always the case. The analysis involved 18 similarly sized districts in Colorado and was based on state-mandated Colorado Student Assessment Program (CSAP) data and percentages of students on free and reduced-price lunch. The chart below shows the percentage point

change on the CSAP (composite third and fourth grade reading, fourth grade writing, and fifth grade math from 2000 to 2003) for each of the 18 districts (percentage of students on free and reduced price lunch noted in parentheses).

The district was 2nd highest in percentage point change on the CSAP, but what is more compelling is the fact that 54% of their students were on free and reduced price lunch. The district with the highest percentage point change on the CSAP (D1) has also been implementing the Lindamood-Bell® model at many of its schools over the past few years. As with D2, D1 has one of the highest percentages of students on free and reduced price lunch (57%) among the 18



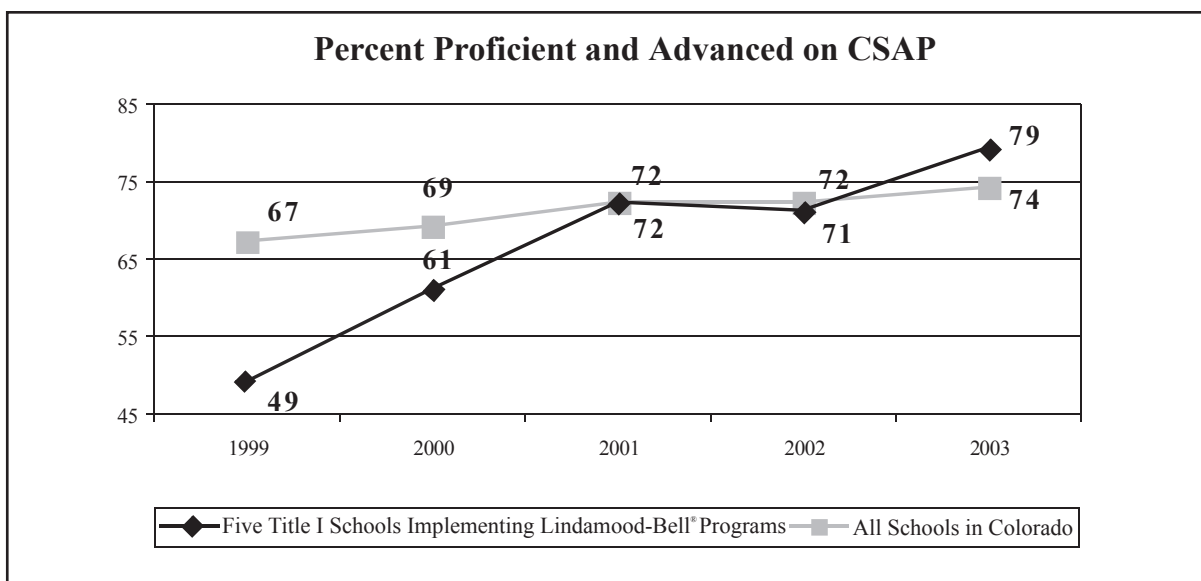
More comparative results for this district (D2) can be found on pages 7 and 8.

Comprehensive District Reform

Results

Another independent analysis of elementary school CSAP data within this Colorado district (D2) had similar findings.¹ The results of this analysis across three grades indicate an unequivocal conclusion that D2 schools have outperformed the remainder of the Colorado schools on the CSAP. This is true both for all schools and for Title I schools. Further, a subset of five D2 Title I schools that have been implementing the Lindamood-Bell® model since 1999 uniformly improved more and performed better over time than other Colorado schools (see chart below). The analysis consistently found that the improvements increased from 1999-2003.

Third grade students from D2's Title I schools have not only closed the achievement gap in terms of their progress made on the CSAP reading, but over the past two years they have outperformed the state average.



¹Sadoski, M and Willson, V. (2004). *Effects of a Theoretically Based Large Scale Reading Intervention in a Multicultural Urban School District*. In preparation for peer reviewed submission.

Comprehensive District Reform (cont.)

Results

Since 1998, over 7,000 kindergarten through 12th grade at-risk students in D2 received Lindamood-Bell® instruction. Representative of the progress made by students over the years, the following are results for 819 at-risk elementary students who received instruction during the 2003-2004 school year. Nearly all these students are from Title I schools. All of the following results from pre- to post-test are statistically significant ($p < .05$).

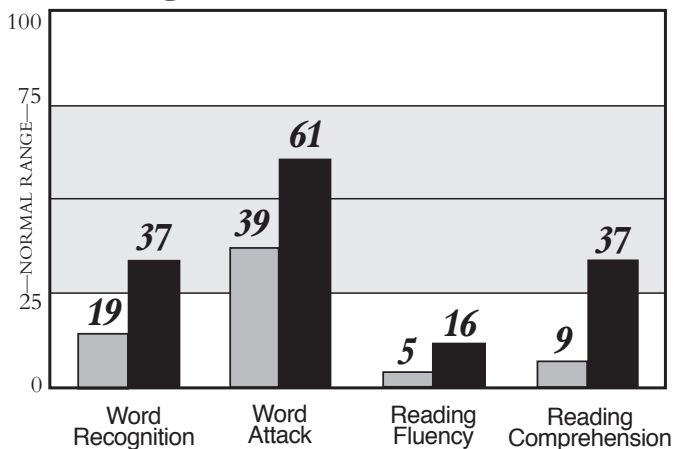
DECODING FOCUS STUDENTS Demographics and Instruction

# of Students	698
% Female	43%
% Male	57%
% Hispanic	61%
Average Pre-Test Age	8.8
Average Pre-Test Grade Level	2.9
Average Hours of Instruction	62

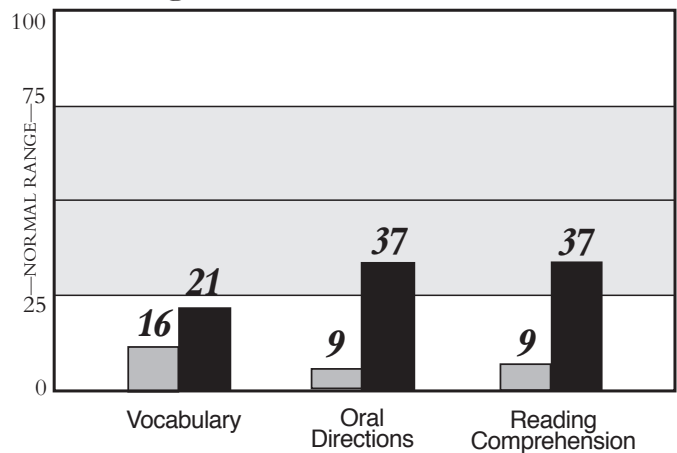
COMPREHENSION FOCUS STUDENTS Demographics and Instruction

# of Students	121
% Female	45%
% Male	55%
% Hispanic	68%
Average Pre-Test Age	9.8
Average Pre-Test Grade Level	3.9
Average Hours of Instruction	81

Average Pre- and Post-Test Percentiles



Average Pre- and Post-Test Percentiles



Early Education

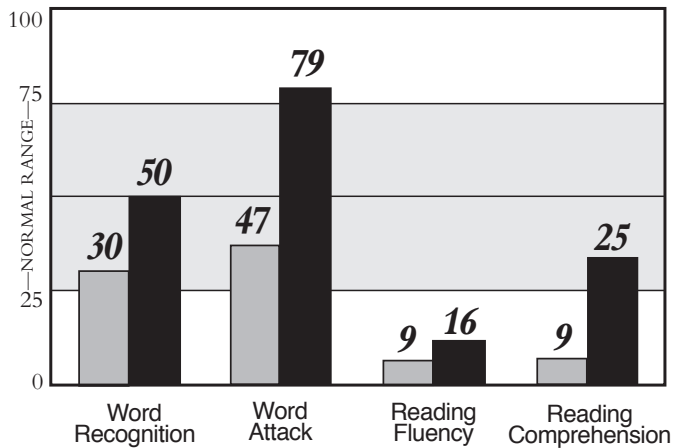
Results

Of the 627 students served at a California Title I school, 78% are Hispanic, 49% are English Language Learners, and 65% are on free and reduced price lunch. These results are for at-risk early elementary students (K-2) who received Lindamood-Bell® instruction during the 2003-2004 school year. All of the following results from pre- to post-test are statistically significant ($p < .05$).

DECODING FOCUS STUDENTS Demographics and Instruction

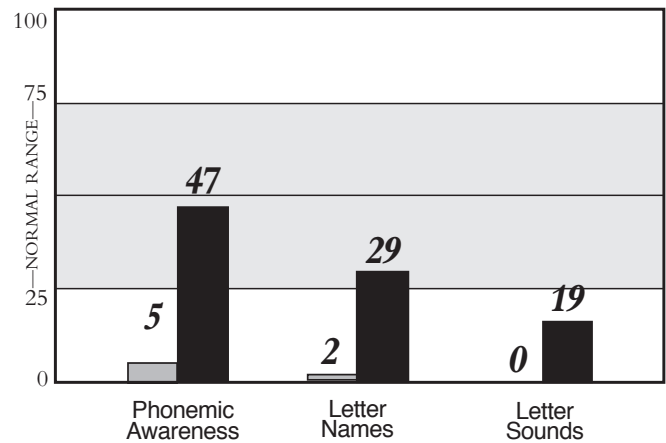
# of Students	24
% Female	63%
% Male	37%
Average Pre-Test Age	6.3
Average Pre-Test Grade Level	1.1
Average Hours of Instruction	37

Average Pre- and Post-Test Percentiles

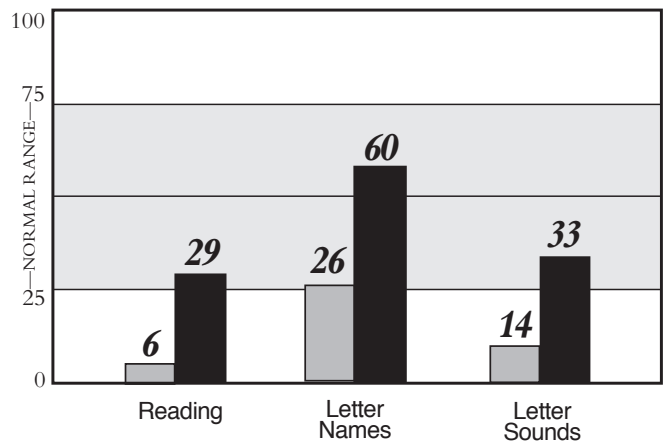


The following results are based on the district-mandated Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The results from pre- to post-test are statistically significant ($p < .05$).

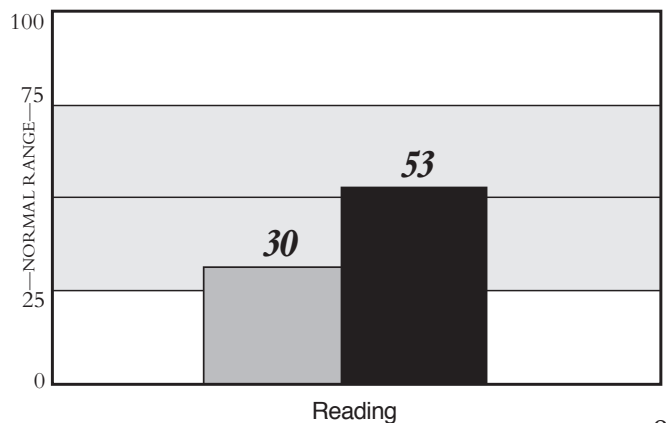
Average Pre- and Post-Test Raw Scores Kindergarten Results



Average Pre- and Post-Test Raw Scores First Grade Results



Average Pre- and Post-Test Raw Scores Second Grade Results



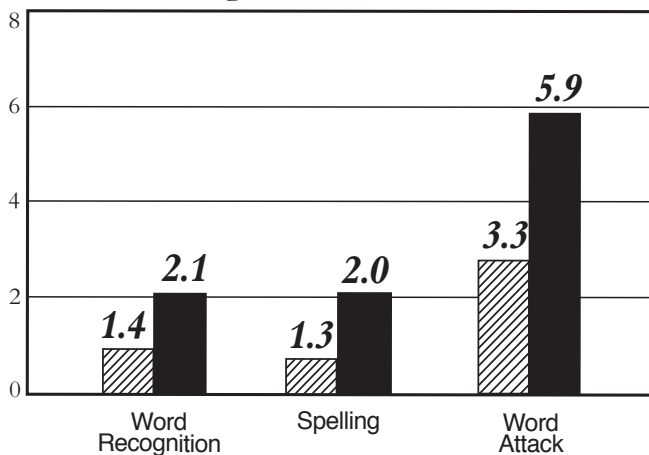
Elementary School

Results

Elementary School One

From 1998-1999, two 2nd grade classrooms from an elementary school in Idaho were involved in a pilot research study to examine the effects of the Seeing Stars® program on student performance. Classrooms were randomly assigned to experimental (Lindamood-Bell) and comparison (normal language arts curriculum) conditions. All students from both classrooms were pre-tested on a battery of nationally normed assessments, received instruction for most of the school year, and were re-tested on the same battery. Lindamood-Bell® students received, on average, 56 hours of instruction. Average pre-test performance on every test administered was similar between the two classrooms, thus allowing for a comparison of average gains. The following figure shows the comparative gains between the Lindamood-Bell® classroom and the comparison classroom. The Lindamood-Bell® classroom outperformed the comparison classroom on word recognition, spelling, and word attack measures. All of the following results were statistically significant ($p < .05$).

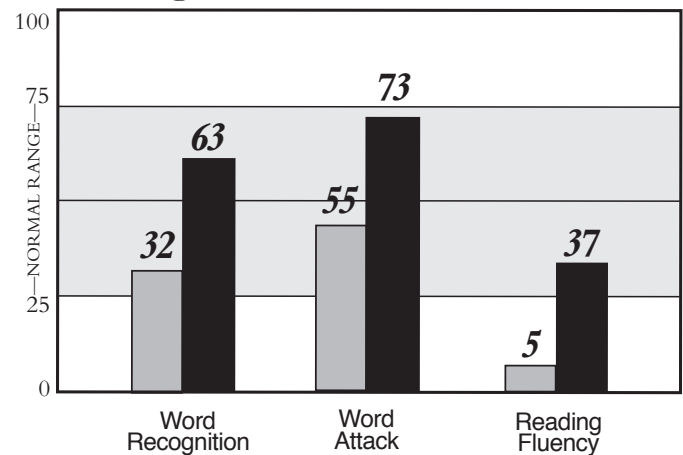
Average Grade Level Gains



Elementary School Two

Located in Colorado, this elementary school serves 309 students of which 50% are Hispanic. These results are for 23 at-risk third grade students. Their average age was 9.2 years, and they received, on average, 79 hours of instruction in the Lindamood-Bell® programs during the 2003-2004 school year. All of the following results from pre- to post-test are statistically significant ($p < .05$).

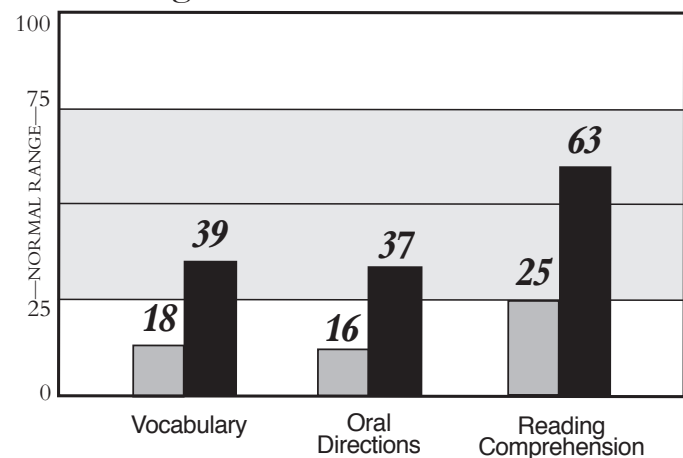
Average Pre- and Post-Test Percentiles



Elementary School Three

This Colorado elementary school serves 237 students. Thirty-four percent of the students are African-American and 59% are on free and reduced price lunch. These results are for sixteen at-risk 2nd-5th grade students whose average age was 8.8 years. Students received an average of 104 hours of instruction in the Lindamood-Bell® programs during the 2003-2004 school year. All of the following results from pre- to post-test are statistically significant ($p < .05$).

Average Pre- and Post-Test Percentiles



Middle School

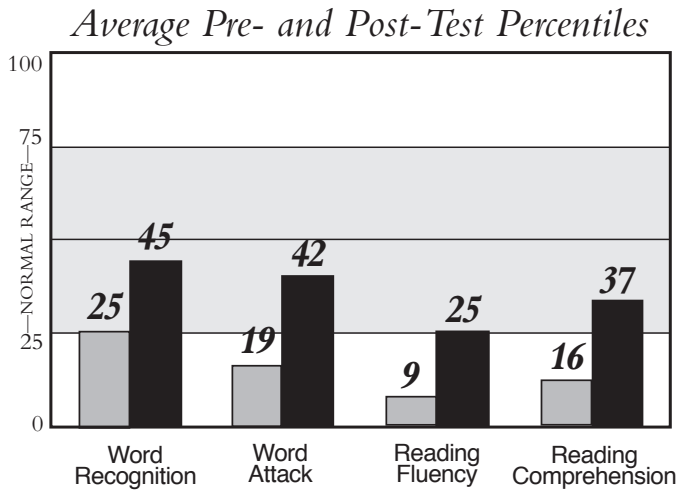
Results

Middle School One

During the 1998-1999 school year, three middle schools in a Colorado school district implemented the Lindamood-Bell® model. All of the following results from pre- to post-testing are statistically significant ($p < .05$).

Demographics and Instruction

# of Students	127
% Female	46%
% Male	54%
Average Pre-Test Age	12.9
Average Pre-Test Grade Level	7.4
Average Hours of Instruction	80

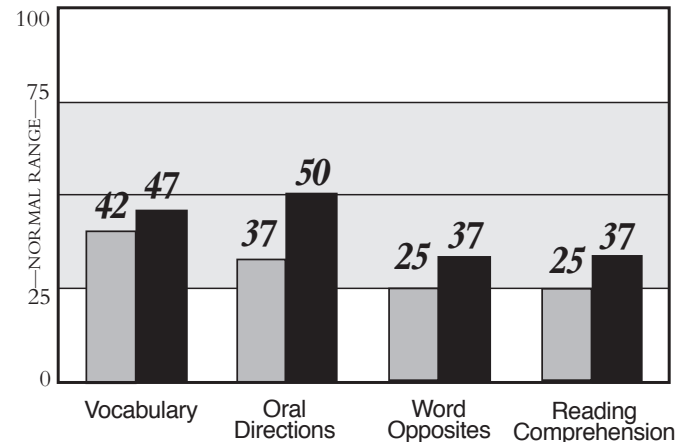
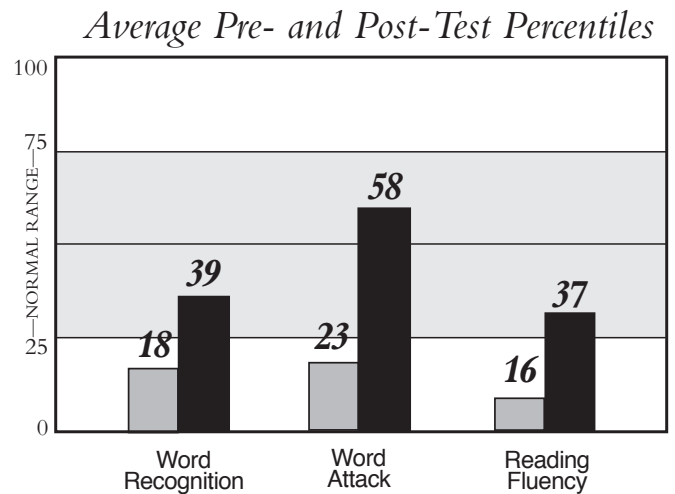


Middle School Two

Located in Alaska, this school district is one of the largest districts in the state. The following results are based on at-risk students from four middle and five high schools who received instruction in the 1995-1996 school year. All of the following results from pre- to post-test are statistically significant ($p < .05$).

Demographics and Instruction

# of Students	120
% Female	27%
% Male	73%
Average Pre-Test Age	14.7
Average Pre-Test Grade Level	8.8
Average Hours of Instruction	150



The pre-test scores show that these students had normal range vocabulary and oral directions, but were still below normal range for reading comprehension

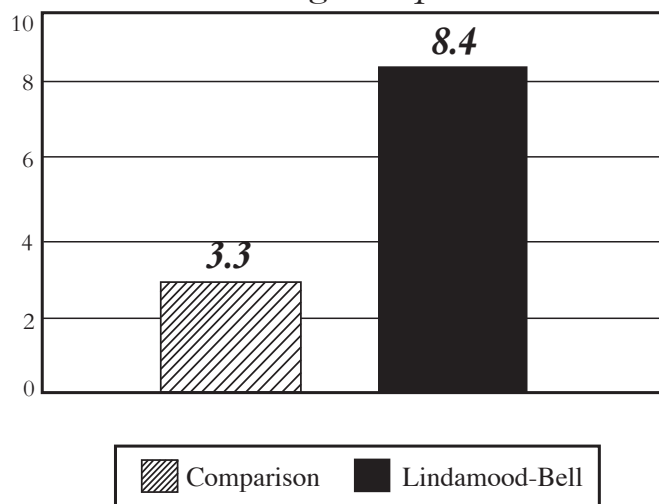
High School

Results

High School One

From 1999-2000, a study to examine the effectiveness of the Seeing Stars® program was conducted at a high school in California. Thirty-eight students with decoding issues were randomly assigned to experimental (Lindamood-Bell) and comparison (normal language arts curriculum) conditions. All students were pre-tested on a battery of nationally normed assessments, received instruction for approximately 12 weeks (Lindamood-Bell® students averaged 52 hours of instruction), and were re-tested on the same battery. Average pre-test performance on every test administered was statistically similar between the two groups, thus allowing for a comparison of average gains. The following illustrates comparative gains between the two groups.

*Average Standard Score Gains
Decoding Composite*

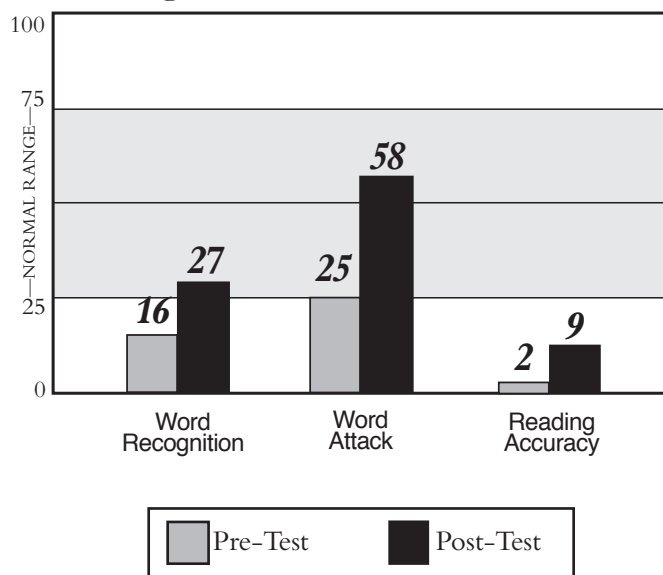


The Lindamood-Bell® students outperformed ($p < .05$) the comparison students on the average decoding composite across several tests—word recognition, spelling, word attack, reading rate, and reading accuracy.

High School Two

The following results were from twenty-eight decoding focus students at a high school in Alaska for the 2003-2004 school year. Their average age was 15 years-old and they received an average of 70 hours of instruction. All of the following results from pre- to post-test are statistically significant ($p < .05$).

Average Pre- and Post-Test Percentile

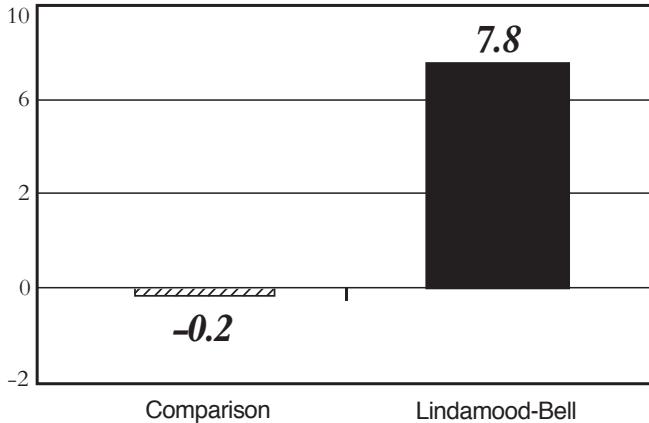


Juvenile Justice

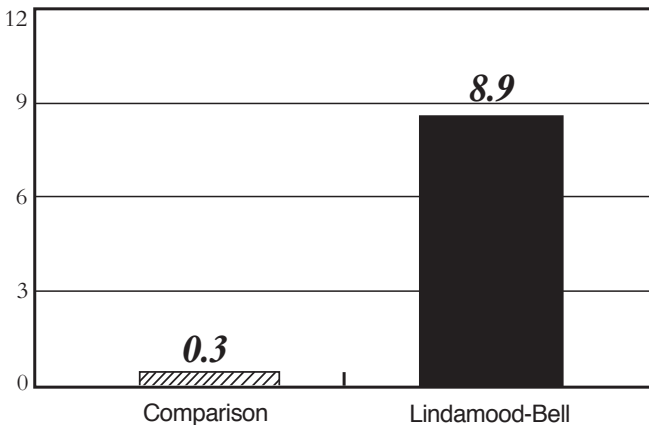
Results

In January of 2002, Lindamood-Bell collaborated with several agencies in California to research the efficacy of the Lindamood-Bell® programs with adjudicated juvenile males. Two hundred and twenty-one (221) middle and high-school aged students were randomly assigned to experimental (Lindamood-Bell) or comparison (regular standards-based curriculum) conditions. All students were pre-tested on a battery of nationally normed assessments, received instruction for approximately eight to ten weeks, and were re-tested on the same battery. Lindamood-Bell® students received an average of 89 hours of instruction. Average pre-test performance was statistically similar between the Lindamood-Bell® students and comparison groups on every test administered, thus allowing for a comparison of average gains between the two groups. The following figures show the comparative gains between the Lindamood-Bell® group and the comparison group.

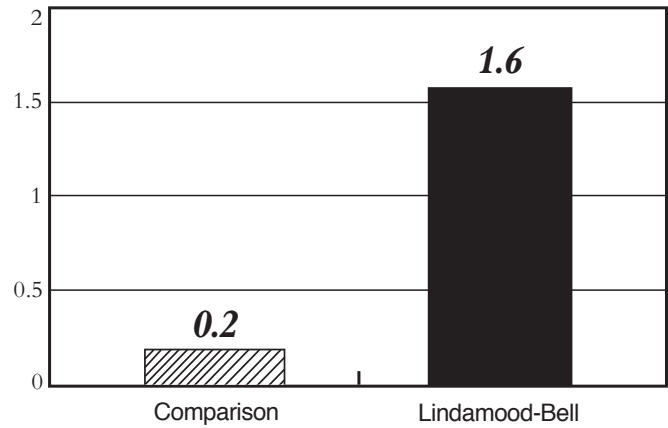
*Average Standard Score Gains
Vocabulary*



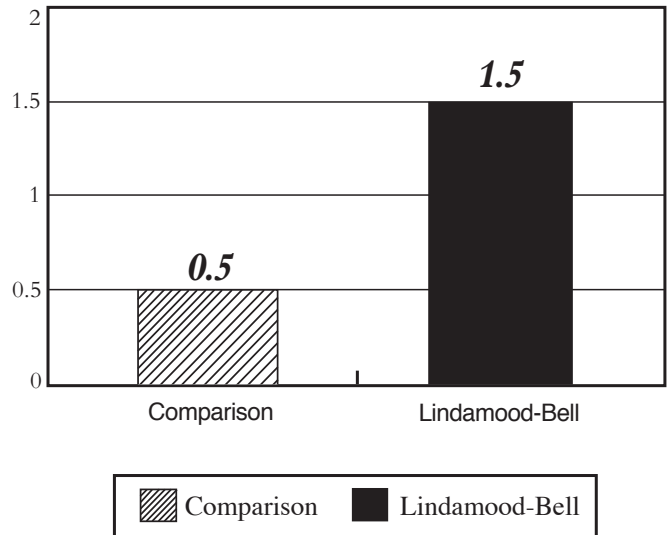
*Average Standard Score Gains
Word Recognition*



*Average Standard Score Gains
Reading Comprehension*



*Average Standard Score Gains
Reading Fluency*



The Lindamood-Bell® group made statistically significant ($p < .05$) progress on every test administered, whereas the comparison group did not. In addition, many students who received Lindamood-Bell® instruction had higher grades on class work and higher attendance rates. Lindamood-Bell® students were also less likely to recidivate than comparison students. As reported in an independent government evaluation of the project.

Note

An independent analysis of the data was conducted and the final evaluation report can be seen online at: www.lblp.com/research/projects.shtml#Juvenile.

Special Education

Results

In 2004, Lindamood-Bell partnered with the California Special Education Local Plan Area (SELPA) to provide intensive, sensory-cognitive intervention for students on IEP's. The SELPA serves twelve area school districts and approximately 12,000 students. Through this collaboration, Lindamood-Bell established an on-site learning center, centrally located, and the SELPA identified students to participate in the program. Over the 2004-05 school year, three instructional sessions

were scheduled and nearly 70 students received intensive, Lindamood-Bell® instruction. Students were placed into small groups of 2-4 students with similar learning profiles, and attended the learning center for three hours daily to focus on reading and comprehension skills. All of the following results from pre- to post-test are statistically significant ($p < .05$).

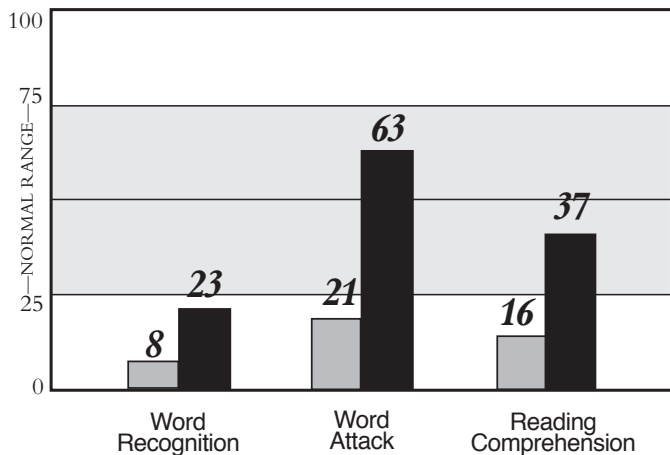
DECODING FOCUS STUDENTS
Demographics and Instruction

# of Students	53
% Female	32%
% Male	68%
Average Pre-Test Age	10.4
Average Pre-Test Grade Level	4.8
Average Hours of Instruction	115

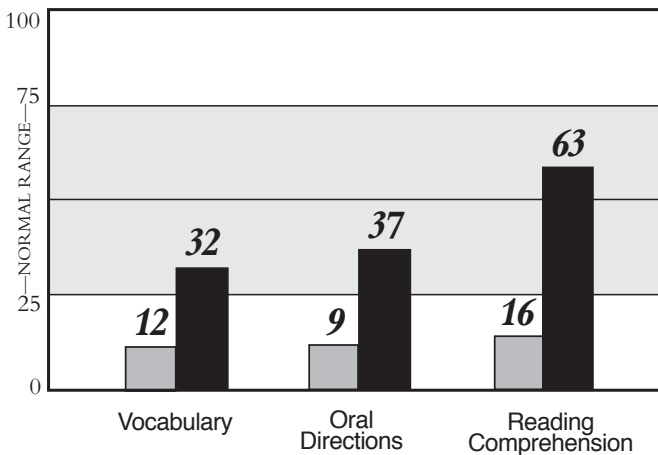
COMPREHENSION FOCUS STUDENTS
Demographics and Instruction

# of Students	15
% Female	47%
% Male	53%
Average Pre-Test Age	11.4
Average Pre-Test Grade Level	5.7
Average Hours of Instruction	119

Average Pre- and Post-Test Percentiles



Average Pre- and Post-Test Percentiles



Note

Further evidence of the effectiveness of the Lindamood-Bell® programs is seen in the percentage of students who have exited Special Education services. For example, one elementary school in Idaho began implementing the Lindamood-Bell® model in its reading center in 1998, and approximately 40% of the students have exited out of special education.

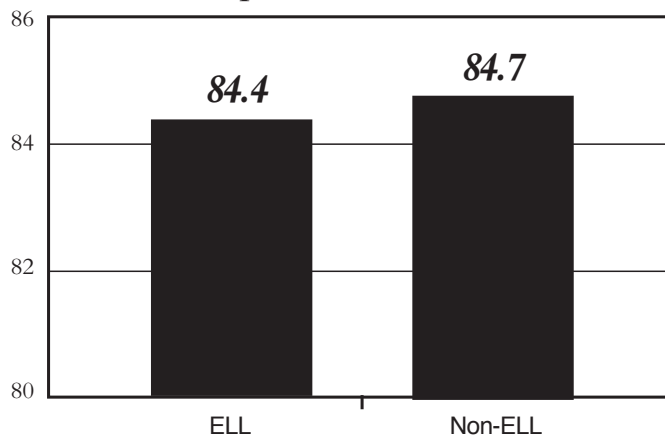


English Language Learners

Results

In 2002-2003, eighty-four (84) students from this California elementary school received Lindamood-Bell® instruction. Forty-eight of the 84 students were English Language Learners (ELL), and 36 were native speakers of English (non-ELL). While the average hours of instruction were similar between the ELL and non-ELL students, the average pre-test performance was not. For this reason, pre-test performance was controlled for, resulting in an adjusted post-test comparison. Our research question was—*Do English Language Learners who receive Lindamood-Bell® instruction make comparable progress to native speakers of English who receive Lindamood-Bell® instruction?* The following figure shows the comparative result.

*Average Adjusted Post-Test Standard Scores
Composite Across All Tests*



The above chart illustrates that English Language Learners who receive Lindamood-Bell® instruction make comparable progress ($p > .05$) to native speakers of English who receive Lindamood-Bell® instruction.

Interpretation of Results

One of the most common ways test publishers provide results is through the use of *percentile scores*, which allow for direct comparison to other tests on the same scale. A percentile score is a ranking (1 to 99) between people of the same age range. For example, if a student scores at the 75th percentile, he scores better than 75% of the people his age.

Standard scores are averaged and converted to percentiles. There are two different standard score scales: one with a mean of 10 and a standard deviation of 3, and one with a mean of 100 and a standard deviation of 15.

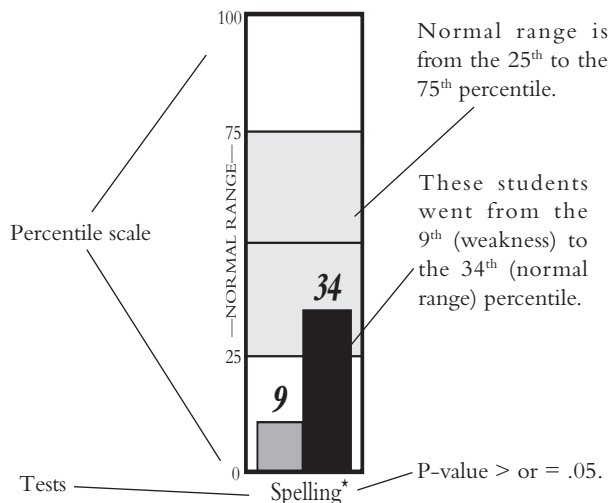
The percentiles can be split into *quarters*, or fourths, to further assist with interpretation. The following table is a general guideline for interpreting percentiles and their related quarters:

Percentile	Quarter(s)	Below, Within or Above Normal Range	General Definition
Up to the 25 th	1 st or lower	Below	Weakness
25 th to the 36 th	2 nd and 3 rd or Inter ¹⁸	Within	Moderate Difficulty
37 th to the 62 nd		Within	Adequate Ability
63 rd to the 75 th		Within	Ease
Above 75 th	4 th or Upper	Above	Strength

¹⁸Consists of two quarters—25th to the 50th and the 50th to the 75th.

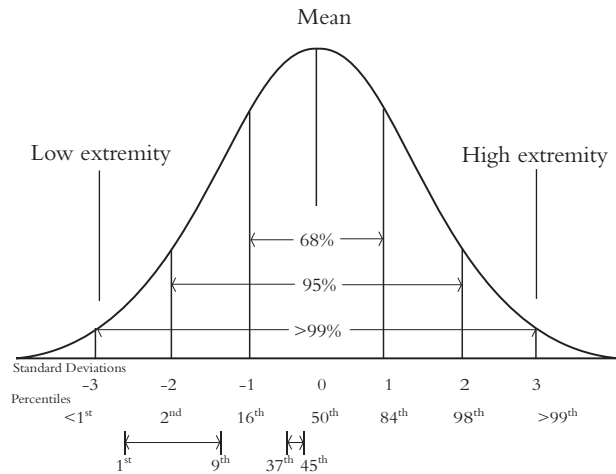
Quartile cutoffs are at the 25th percentile (1st quartile), 50th percentile (2nd quartile), and the 75th percentile (3rd quartile). Movement from one quarter to the next also means that a quartile cutoff has been surpassed.

The following is an example of a pre- and post-test percentile chart:



■	Pre-Test	■	Post-Test
All results are statistically significant (unless noted with an *)			

In addition to quartile movement, the location of percentile movement is also important to keep in mind when interpreting pre- and post-test percentiles. As can be seen in the normal curve below, the percentile units (the difference between one percentile and the next) are not equivalent.



There are smaller percentile units toward the mean (50th percentile) and larger units toward the extremities (tails) on a normal Bell-Curve distribution. For example, movement from the 1st percentile to the 9th percentile represents a larger gain than movement from the 37th to the 45th even though the difference in percentile points is the same. *Do not dismiss percentile movement from the tails as being unsubstantial.*

A *paired t-test* is a statistical test, which is performed to determine if there is a reliable difference between two means (e.g., pre- and post-test means). The procedure involves calculating a difference score for each subject. A test statistic called *t* is then calculated. This *t*-score is a measure of how far apart the average difference score is from zero in standard units. The larger the *t*-value, the more likely it is that the difference score is not zero and hence, the difference between the means is reliable. In addition to the *t*-value, a *p*-value (probability value) is also generated when running a paired *t*-test. A *p*-value of less than .05 allows one to reject the null hypothesis of no difference between the means and conclude that there is evidence of a significant difference. For example, if the *p*-value is .04, there is a 4 in 100 chance that the observed difference between the two means would occur by chance.



PROCESS-BASED EDUCATION FOR ALL

Process-based Education develops sensory-cognitive functions for content application.

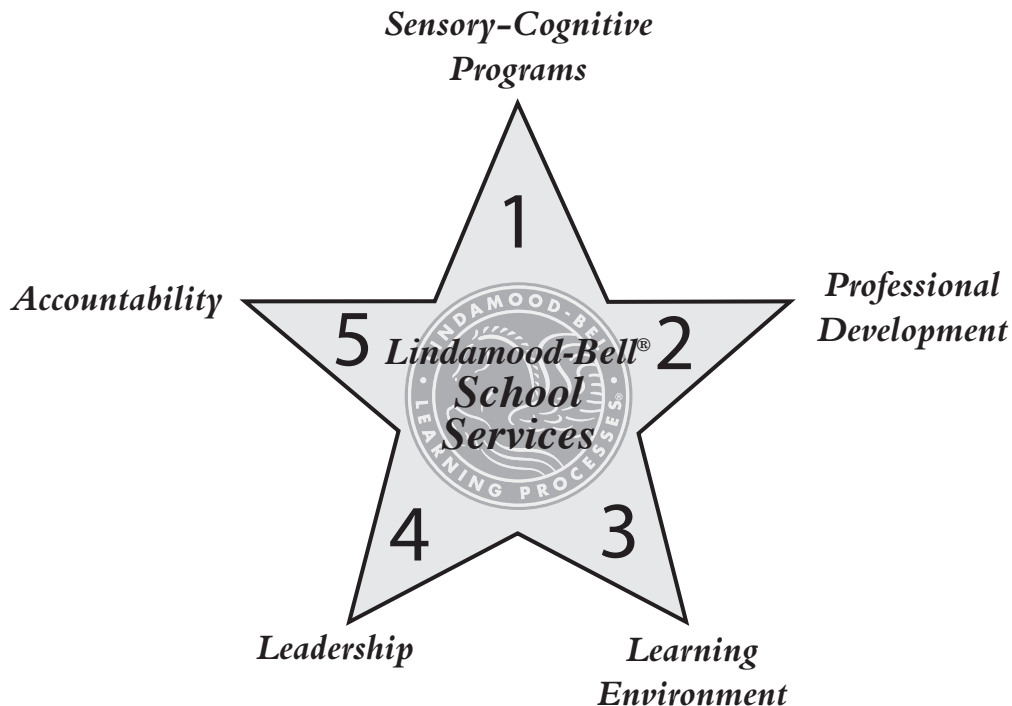
The ability to process language is the primary factor in school success. A Lindamood-Bell® school partnership provides Process-based Education for all students.

Lindamood-Bell's sensory-cognitive programs develop the underlying brain functions necessary for reading, spelling, language comprehension, math, and critical thinking.

Often, students are expected to learn information before they actually learn how to learn. Lindamood-Bell teaches all students the process of learning—including at-risk students.

For additional information regarding research and Lindamood-Bell's school implementation models, please visit our website at www.LindamoodBell.com or call 1-800-233-1819.

FIVE KEY VARIABLES FOR SUCCESS



Sensory-Cognitive Programs

Diagnosis: Sensory-cognitive instruction focuses on individual needs and therefore requires individual diagnosis to determine strengths and weaknesses in reading, spelling, and language comprehension.

- ~ Vocabulary
- ~ Phoneme awareness—symbol imagery—gestalt imagery
- ~ Word attack (phonological processing)
- ~ Word recognition (orthographic processing) spelling
- ~ Paragraph reading (both accuracy and fluency)
- ~ Oral and written language comprehension

Sensory-cognitive instruction:

- ~ Diagnostically driven to meet the needs of individual students
- ~ Customized to ensure sensory processing is developed and applied to reading, spelling, language comprehension, and critical thinking
- ~ Delivered in one-to-one, small group, and classroom environments



Professional Development

Overviews and workshops are given in Lindamood-Bell's programs to develop and apply sensory-cognitive processing to reading, spelling, language comprehension, and critical thinking.

The Sensory-cognitive programs:

- ~ Lindamood Phoneme Sequencing® (LiPS®)
- ~ Seeing Stars® for Symbol Imagery (SI™)
- ~ Visualizing & Verbalizing for Language Comprehension and Thinking® (V/V®)

Learning Environment



The learning environment must be conducive to developing and applying sensory-cognitive functions to language and literacy skills.

Intensive instruction:

- ~ 2-4 hours a day
- ~ 5 days a week
- ~ 8-12 weeks

Developmental instruction:

- ~ Small group and classroom
- ~ Applied to all K-12 instruction
- ~ Applied to all curriculum
- ~ Early education reading development

Leadership



In order for Process-based Education to be effective, the leadership of the school or district must understand and manage the components. The leadership sees that the necessary Process-based Education components are implemented.

- ~ All school staff are involved in professional development
- ~ The principal of the school becomes an instructional leader
- ~ District leadership supports and manages the process-based model

Accountability



Lindamood-Bell's programs are nationally and internationally recognized, scientifically-based, and highly researched.

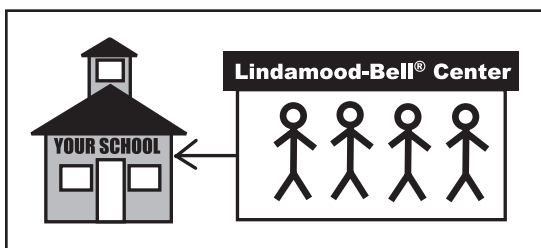
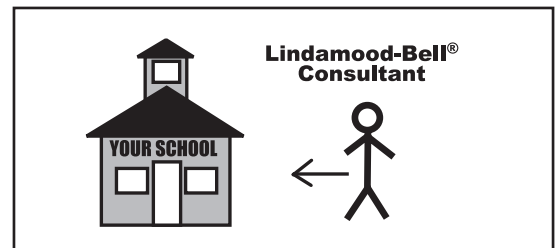
- ~ Student progress is objectively measured on nationally normed tests and state achievement tests
- ~ Lindamood-Bell's Web Interfaced Test Scoring (WITS) program significantly reduces the time and paperwork involved in assessment, diagnosis, and reporting
- ~ Lindamood-Bell's Research & Development department analyzes data and provides reports to the school, school district, and school board on student, school, and district achievement

PROCESS-BASED EDUCATION IMPLEMENTATION

Human Learning Management® HLM®

Human Learning Management® brings a Lindamood-Bell® consultant or facilitator to your school to mentor and consult with your school staff.

- ~ Professional development
- ~ On-site mentoring and consulting of school staff
- ~ Lindamood-Bell® Consultant Certification



Center in a School™ CIS™

Center in a School™ includes bringing a Lindamood-Bell® Learning Center into your school for intensive instruction in literacy skills development.

- ~ Lindamood-Bell® staff delivers the instruction
- ~ Diagnosis managed by Lindamood-Bell® staff
- ~ Helps address the issue of teacher turnover



LINDAMOOD & BELL

Learning Processes

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