



### California Students Receiving Visualizing and Verbalizing Instruction Make a Significant Improvement in Comprehension



Visualizing and Verbalizing for Language Comprehension and Thinking (V/V)

**PROFILE:**

Number of Students: 11

Grade Levels: 2nd

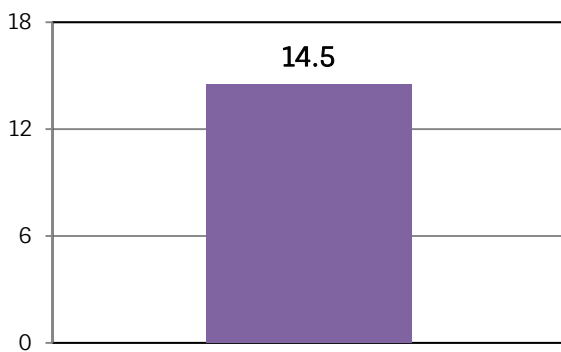
Lindamood-Bell Programs Implemented: Visualizing and Verbalizing®

Outcome Measures: Gray Oral Reading Tests-4th (comprehension)

**BACKGROUND:**

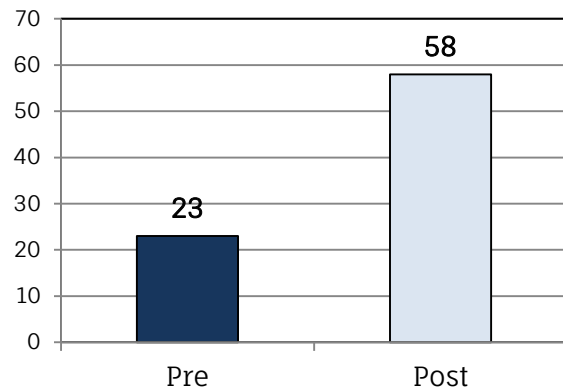
Ascend Charter School in Oakland, California, serves a large percentage of students who are at-risk of reading failure. During the 2007-08 school year, Ascend implemented Lindamood-Bell® instruction to address the specific needs of this student population. Eleven students received an average of 36 hours of primarily Visualizing and Verbalizing instruction to develop concept imagery for comprehension. Instruction was delivered by Ascend teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with a comprehension assessment.

*Average Standard Score Change*



Small (<3.0) Medium (3.0-4.5) Large (>4.5)

*Pre- and Posttest Percentiles\**



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

**RESULTS:**

On average, Visualizing and Verbalizing students made a large standard score change in comprehension. Additionally, the 35-point percentile increase put these students within the normal range (25th-75th percentile). Their pre- to posttest results were statistically significant. The results of this study illustrate that Lindamood-Bell instruction in the Visualizing and Verbalizing program leads to improved comprehension, which is essential to achieving success with school curricula.