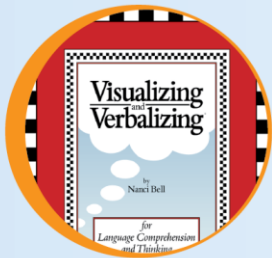




Colorado Students Receiving Visualizing and Verbalizing Instruction Make Significant Improvements in Comprehension



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

PROFILE:

Number of Students: 13

Grade Levels: K-8th

Lindamood-Bell Programs Implemented: Visualizing and Verbalizing®

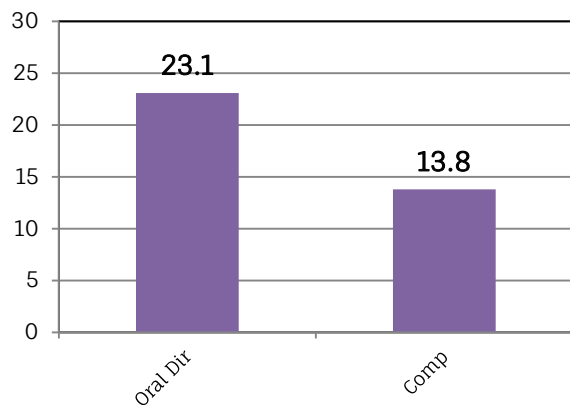
Outcome Measures:

- Detroit Tests of Learning Aptitude-2nd (oral directions)
- Gray Oral Reading Tests-3rd (comprehension)

BACKGROUND:

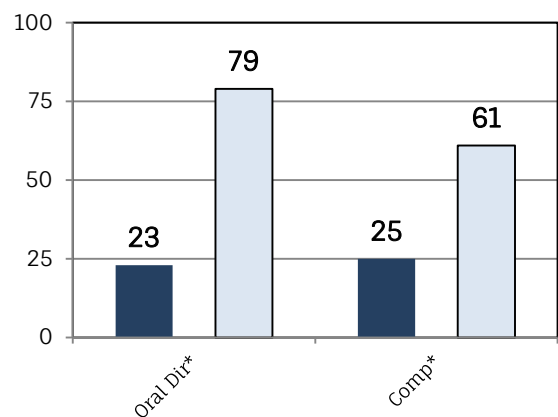
Aspen County Day School in Aspen, Colorado, serves some students who are at-risk of reading failure. During the 2001-02 school year, Aspen implemented Lindamood-Bell® instruction to address the specific needs of this student population. Thirteen students received an average of 69 hours of primarily Visualizing and Verbalizing instruction to develop concept imagery for comprehension. Instruction was delivered by Aspen teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with two comprehension assessments.

Average Standard Score Changes



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

Pre- and Posttest Percentiles



Pre Post

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

RESULTS:

On average, Visualizing and Verbalizing students achieved significant improvements in comprehension. They made large standard score changes on both measures. Additionally, the 56-point percentile increase in oral directions put these students within the normal range (25th-75th percentile). Their pre- to posttest results were statistically significant on both measures. 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.