

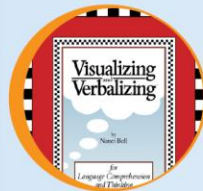


## RESEARCH

### California Students Receiving Lindamood-Bell Instruction Close the Achievement Gap in English Language Arts



Seeing Stars  
for Phonemic  
Awareness, Reading,  
and Spelling (SI)



Visualizing and  
Verbalizing for Language  
Comprehension and  
Thinking (VM)

#### PROFILE:

Number of Students: 16

Grade Levels: 4th

Lindamood-Bell Programs Implemented:

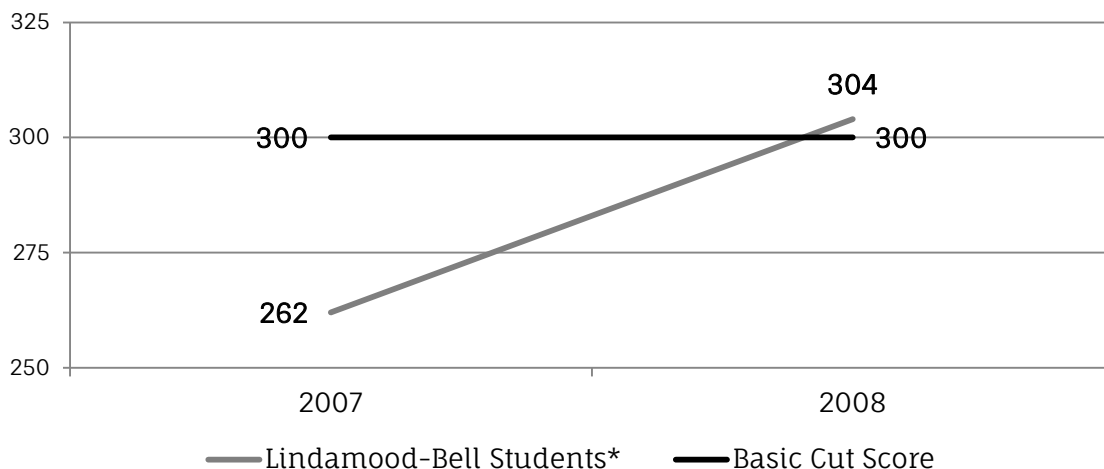
- Seeing Stars®
- Visualizing and Verbalizing®

Outcome Measures: California Standards Test (English language arts)

#### BACKGROUND:

Beaumont Elementary School in Vista, California, serves a large percentage of students who are at-risk of reading failure. During the 2007-08 school year, Beaumont implemented Lindamood-Bell® instruction to address the specific needs of this student population. Sixteen students received an average of 109 hours of Seeing Stars and Visualizing and Verbalizing instruction to develop symbol imagery and concept imagery for reading and comprehension. Instruction was delivered by Beaumont teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with the state English language arts assessment.

*Average Scale Scores*



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

#### RESULTS:

On average, Lindamood-Bell students went from 38 points below the basic cut score in 2007 to 4 points above in 2008. Results were statistically significant. Additionally, 13 of the 16 students (81%) improved one or more proficiency levels (e.g., below basic to basic). The results of this study illustrate that Lindamood-Bell instruction in the Seeing Stars and Visualizing and Verbalizing programs lead to improved reading and comprehension, which is essential to achieving success with school curricula.