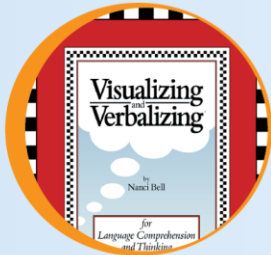




Colorado Students Receiving Visualizing and Verbalizing Instruction Make Significant Improvements in Comprehension



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®

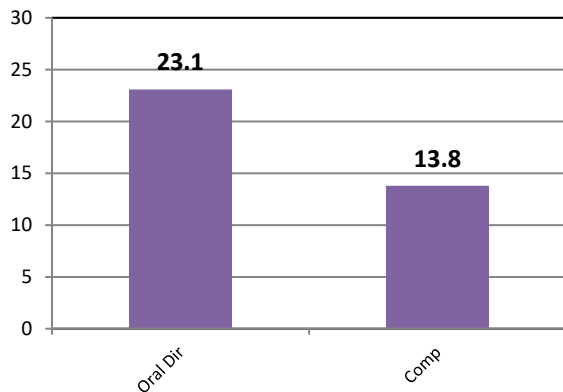
Outcome Measures:

- Detroit Tests of Learning Aptitude-2nd (oral directions)
- Gray Oral Reading Tests-4th (comprehension)

BACKGROUND:

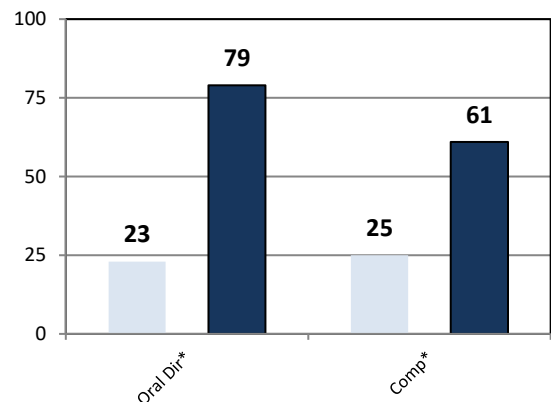
Aspen Country Day School in Aspen, Colorado, serves a large percentage of students who are at-risk of reading failure. During the 2001-02 school year, Aspen implemented Lindamood-Bell® instruction to address the specific needs of this student population. Thirteen students received an average of 69 hours of [primarily] Visualizing and Verbalizing instruction to develop concept imagery for comprehension. Instruction was delivered by Aspen teachers who received professional development in the programs developed by Lindamood-Bell’s founders. 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.