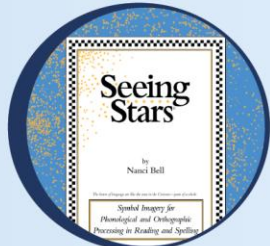




## R E S E A R C H

### Tennessee Students Receiving Seeing Stars Instruction Outperform Comparison Students in Reading



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

#### PROFILE:

Number of Students:

- 59 Seeing Stars
- 65 Comparison

Grade Levels: 1st-6th

Lindamood-Bell Programs Implemented: Seeing Stars®

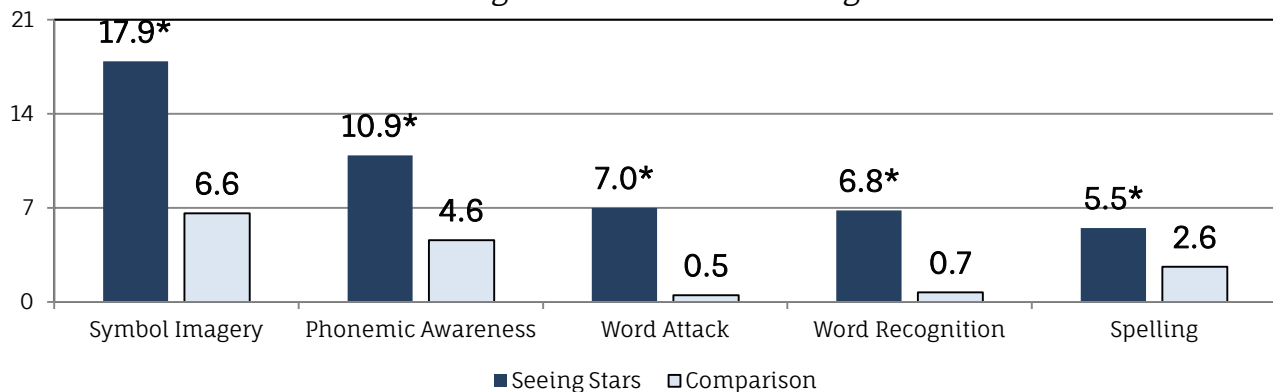
Outcome Measures:

- Symbol Imagery Test
- Lindamood Auditory Conceptualization Test-3rd
- Woodcock Reading Mastery Test-Revised (word attack)
- Wide Range Achievement Test-4th (reading and spelling)

#### BACKGROUND:

Fairmount Elementary School in Bristol, Tennessee, serves a large percentage of students who are at-risk of reading failure. During the 2010-11 school year, Fairmount implemented Lindamood-Bell® instruction to address the specific needs of this student population. Fifty-nine students received an average of 163 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Fairmount teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with a battery of reading assessments and were compared to gains made by similar students from another school in the district who did not receive Seeing Stars instruction. Students were randomly selected for inclusion after being identified as poor-performing readers.

*Average Standard Score Changes*



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

#### RESULTS:

On average, Seeing Stars students achieved significantly greater improvements than comparison students on all measures. The results of this study illustrate that Lindamood-Bell instruction in the Seeing Stars program leads to improved reading, which is essential to achieving success with school curricula.