



California Special Education Students Receiving Seeing Stars Instruction Make Significant Improvements in Reading



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

PROFILE:

Number of Students: 53

Grade Levels: 1st-8th

Lindamood-Bell Programs Implemented: Seeing Stars®

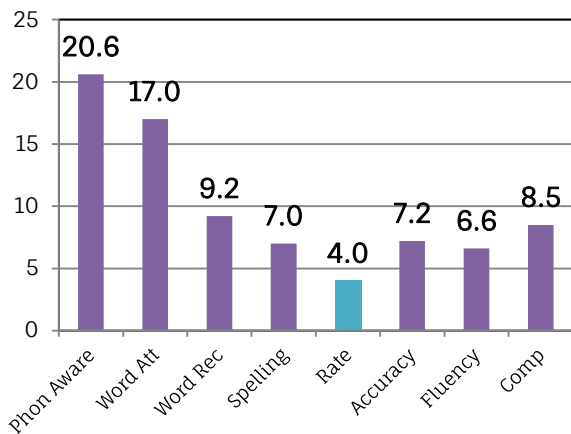
Outcome Measures:

- Lindamood Auditory Conceptualization Test-3rd
- Woodcock Reading Mastery Test-Revised (word attack)
- Wide Range Achievement Test-4th (reading and spelling)
- Gray Oral Reading Tests-4th (rate, accuracy, fluency, and comprehension)

BACKGROUND:

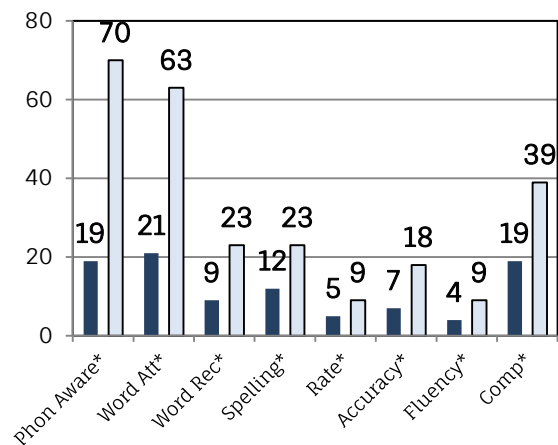
Special Education Local Plan Areas (SELPAs) in California serve as cooperatives for multiple districts seeking to pool resources. During the 2004-05 school year, a southern California SELPA implemented Lindamood-Bell® instruction to address the specific needs of this student population. Fifty-three students received an average of 116 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Lindamood-Bell staff. Student gains were measured with a battery of reading 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, Seeing Stars students achieved significant improvements in reading. They made large standard score changes on nearly all measures. Additionally, the 51-point percentile increase in phonemic awareness put these students within the normal range (25th-75th percentile). Their pre- to posttest results were statistically significant 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.