



California Special Education 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: 14

Grade Levels: 2nd-10th

Lindamood-Bell Programs Implemented: Visualizing and Verbalizing®

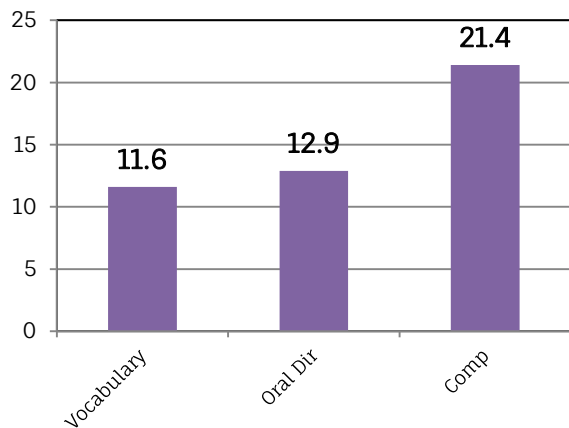
Outcome Measures:

- Peabody Picture Vocabulary Test-3rd
- Detroit Tests of Learning Aptitude-2nd (oral directions)
- Gray Oral Reading Tests-4th (comprehension)

BACKGROUND:

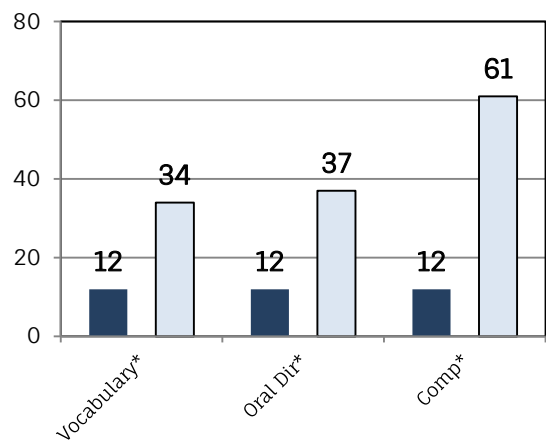
Special Education Local Plan Areas (SELPAs) in California serve as cooperatives for multiple districts seeking to pool resources. During the 2004-05 school year, a southern California SELPA implemented Lindamood-Bell® instruction to address the specific needs of this student population. Fourteen students received an average of 112 hours of Visualizing and Verbalizing instruction to develop concept imagery for comprehension. Instruction was delivered by Lindamood-Bell staff. Student gains were measured with a battery of 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 all measures. Additionally, the 49-point percentile increase in comprehension 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 Visualizing and Verbalizing program leads to improved comprehension, which is essential to achieving success with school curricula.