

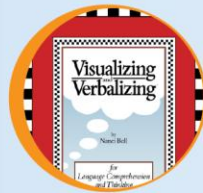


RESEARCH

Kentucky Students Receiving Lindamood-Bell Instruction Exceed Expectations in Reading



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



Visualizing and
Verbalizing for Language
Comprehension and
Thinking (V/V)

PROFILE:

Number of Students: 158

Grade Levels: 1st-5th

Lindamood-Bell Programs Implemented:

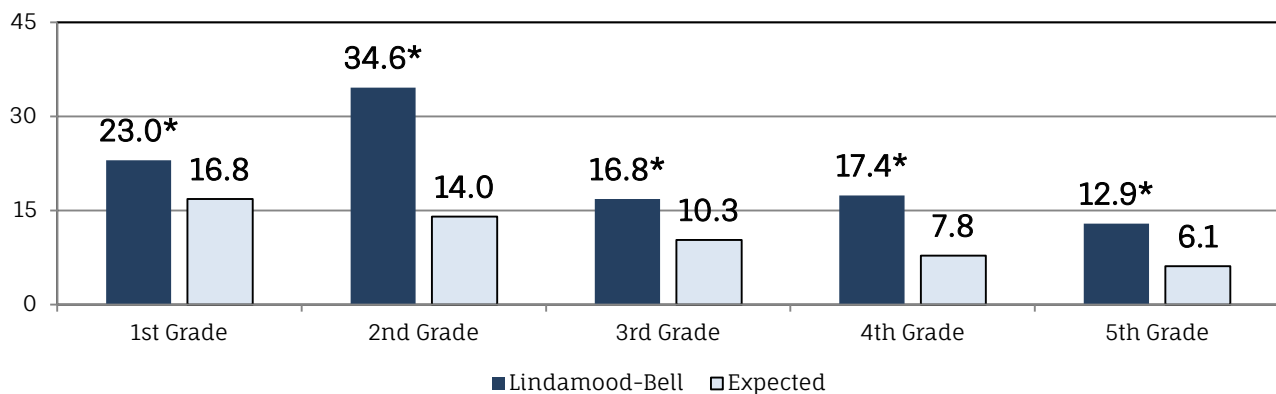
- Seeing Stars®
- Visualizing and Verbalizing®

Outcome Measures: Measures of Academic Progress (reading)

BACKGROUND:

Richard B. Cartmell Elementary School in Carrollton, Kentucky, serves a large percentage of students who are at-risk of reading failure. During the 2013-14 school year, Cartmell implemented Lindamood-Bell® instruction to address the specific needs of this student population. Students received an average of between 100-154 hours of Seeing Stars and Visualizing and Verbalizing instruction to develop symbol imagery and concept imagery for reading and comprehension. Instruction was delivered by Cartmell teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with a reading assessment and were compared to expected gains, based on published norms.

Average RIT Score Changes



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

RESULTS:

On average, Lindamood-Bell students achieved significantly greater improvements than expected across all grade levels in reading. 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.