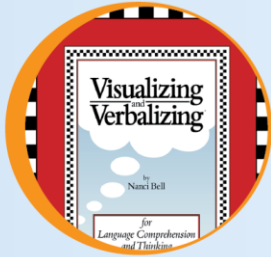




Wyoming Students Receiving Visualizing and Verbalizing Instruction Make a Significant Improvement in Comprehension



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

PROFILE:

Number of Students: 12

Grade Levels: 3rd-6th

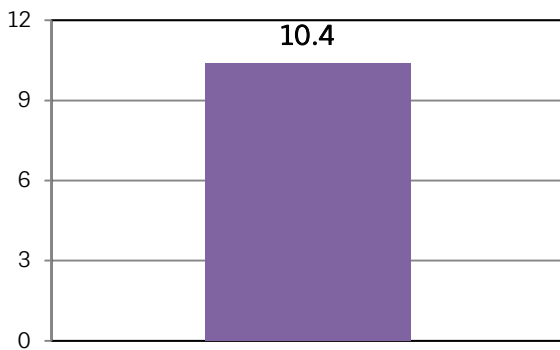
Lindamood-Bell Programs Implemented: Visualizing and Verbalizing®

Outcome Measures: Gray Oral Reading Tests-4th (comprehension)

BACKGROUND:

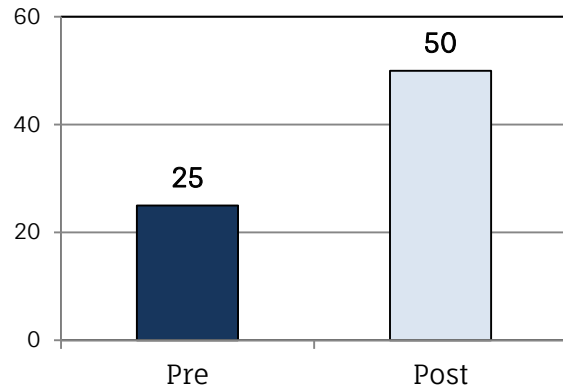
Dildine Elementary School in Cheyenne, Wyoming, serves a large percentage of students who are at-risk of reading failure. During the 2012-13 school year, Dildine implemented Lindamood-Bell® instruction to address the specific needs of this student population. Twelve students received an average of 89 hours of Visualizing and Verbalizing instruction to develop concept imagery for comprehension. Instruction was delivered by Dildine teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with a comprehension assessment.

Average Standard Score Change



Small (<3.0) Medium (3.0-4.5) Large (>4.5)

*Pre- and Posttest Percentiles**



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

RESULTS:

On average, Visualizing and Verbalizing students made a large standard score change in comprehension. Additionally, the 25-point percentile increase put these students within the normal range (25th-75th percentile). Their pre- to posttest results were statistically significant. 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.