



New Mexico 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: 35

Grade Levels: 1st-10th

Lindamood-Bell Programs Implemented: Seeing Stars®

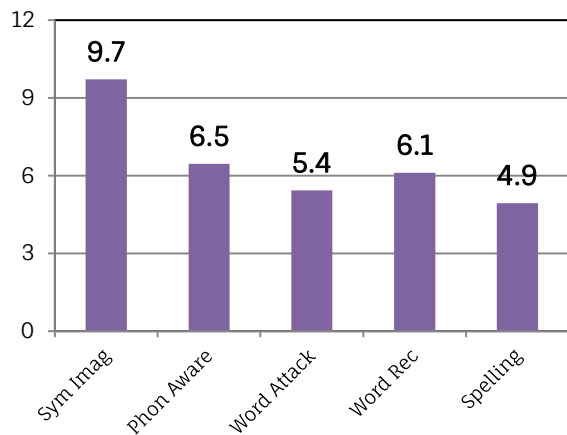
Outcome Measures:

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

BACKGROUND:

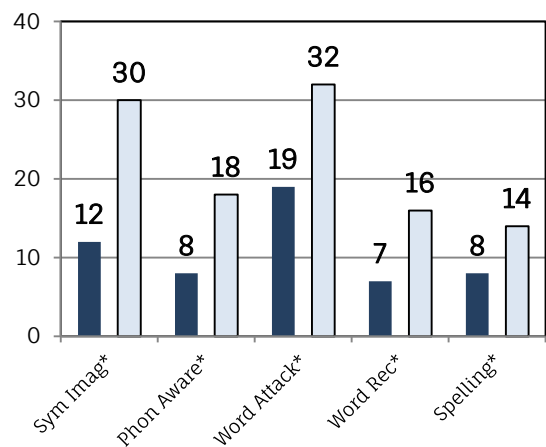
Gallup-McKinley County Schools in Gallup, New Mexico, serves a large percentage of students who are at-risk of reading failure including Special Education students. During the 2010-11 school year, Gallup implemented Lindamood-Bell® instruction to address the specific needs of this student population. Thirty-five Special Education students received an average of 128 hours of primarily Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Gallup teachers who received professional development in the Lindamood-Bell programs. 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 all measures. Additionally, the 13-point percentile increase in word attack put these students well 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.