



R E S E A R C H

Idaho Students Receiving Seeing Stars Instruction Outperform Comparison Students in Reading and Spelling



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

PROFILE:

Number of Students:

- 18 Seeing Stars
- 18 Comparison

Grade Levels: 2nd

Lindamood-Bell Programs Implemented: Seeing Stars®

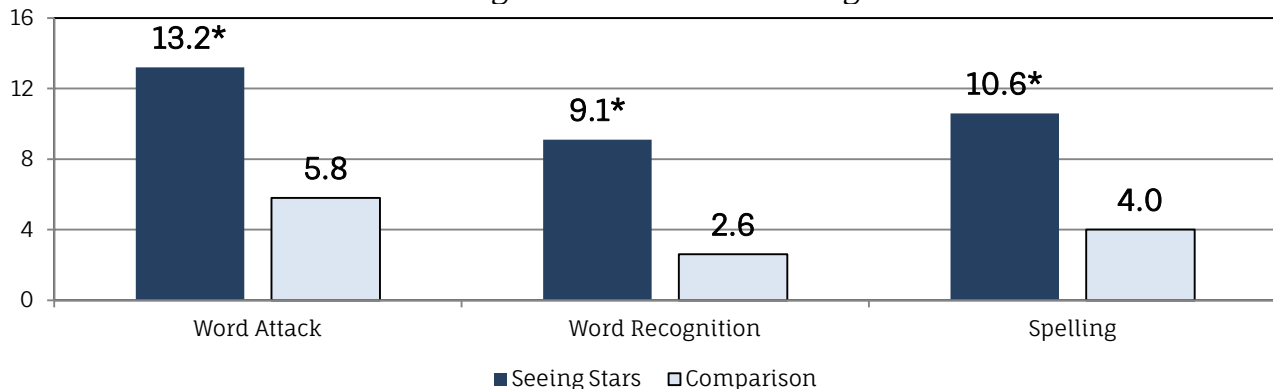
Outcome Measures:

- Woodcock Reading Mastery Test-Revised (word attack)
- Wide Range Achievement Test-3rd (reading and spelling)

BACKGROUND:

Ernest Hemingway Elementary School in Ketchum, Idaho, serves a moderate percentage of students who are at-risk of reading failure. During the 1998-99 school year, Hemingway implemented Lindamood-Bell® instruction to address the specific needs of this student population. Eighteen students from one classroom received an average of 56 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Lindamood-Bell staff in a whole classroom setting. Student gains were measured with a battery of assessments and compared to gains made by students from another classroom in the same schools who did not receive Seeing Stars instruction.

Average Standard Score Changes



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

RESULTS:

On average, Seeing Stars students achieved significantly greater improvements than comparison students on all or all measures. The results of this study illustrate that Lindamood-Bell instruction in the Seeing Stars program leads to improved reading and spelling, which is essential to achieving success with school curricula.