



RESEARCH

Tennessee Students Receiving Seeing Stars Instruction Outperform Comparison Students in Reading



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

PROFILE:

Number of Students:

- 37 Seeing Stars
- 38 Comparison

Grade Levels: 3rd-5th

Lindamood-Bell Programs Implemented: Seeing Stars®

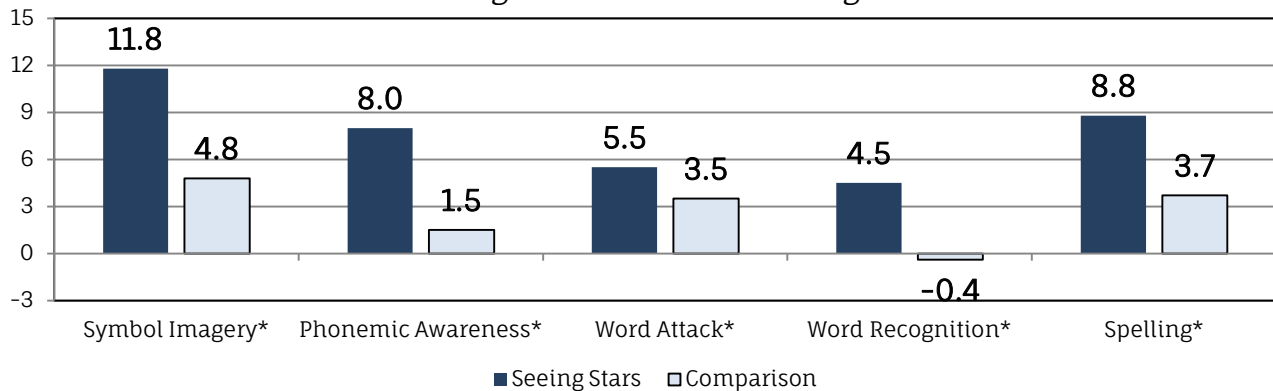
Outcome Measures:

- Symbol Imagery Test
- Lindamood Auditory Conceptualization Test-3rd
- Woodcock Reading Mastery Test-Revised (word attack)
- Wide Range Achievement Test-4th (reading)
- Gray Oral Reading Test-4th (fluency)

BACKGROUND:

Cherokee Elementary School in Johnson City, Tennessee, serves a large percentage of students who are at-risk of reading failure. During the 2009-10 school year, Cherokee implemented Lindamood-Bell® instruction to address the specific needs of this student population. Thirty-seven students received an average of 69 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Cherokee teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with a battery of reading assessments and were compared to gains made by students from a demographically similar school in the district who did not receive Seeing Stars instruction. Students were randomly selected for inclusion after being identified as poor-performing readers.

Average Standard Score Changes



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

RESULTS:

On average, Seeing Stars students achieved significantly greater improvements than comparison students 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.