

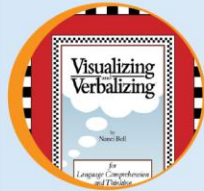


## RESEARCH

### Wyoming Students Receiving Lindamood-Bell Instruction Outperform Comparison Students 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:

- Lindamood-Bell: 2nd = 106, 3rd = 46, 4th = 40
- Comparison: 2nd = 952, 3rd = 904, 4th = 955

Lindamood-Bell Programs Implemented:

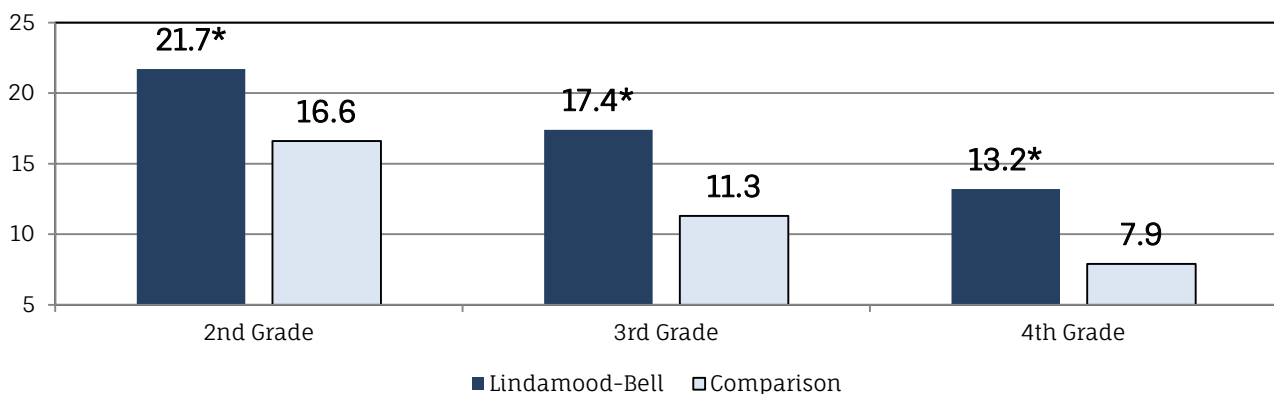
- Seeing Stars®
- Visualizing and Verbalizing®

Outcome Measures: Measures of Academic Progress (reading)

#### BACKGROUND:

Laramie County School District #1 in Laramie, Wyoming, serves a large percentage of students who are at-risk of reading failure. During the 2013-14 school year, Laramie implemented Lindamood-Bell® instruction to address the specific needs of this student population. Students received an average of 90, 92, and 87 hours of Lindamood-Bell instruction, in grades 2-4 respectively. Instruction was delivered by Laramie teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with a reading assessment and were compared to gains made by students in the district who did not receive Lindamood-Bell instruction.

*Average RIT Score Changes*



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

#### RESULTS:

On average, Lindamood-Bell students achieved significantly greater improvements than comparison students in reading. The results of this study illustrate that Lindamood-Bell instruction in the Lindamood-Bell programs lead to improved reading, which is essential to achieving success with school curricula.