



Wyoming Students with Specific Learning Disabilities Receiving Seeing Stars Instruction Exceed Expectations in Reading



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

PROFILE:

Number of Students:

- 2nd grade 18
- 3rd grade 15
- 4th grade 11

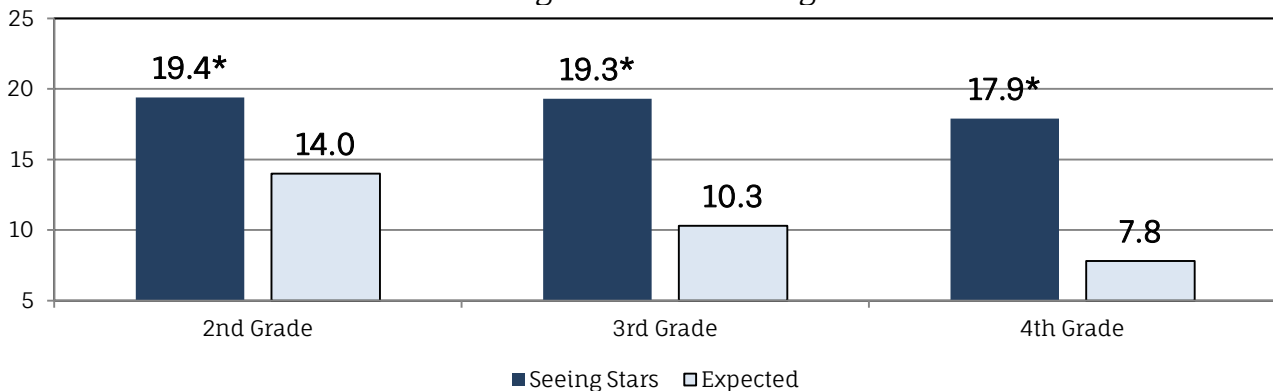
Lindamood-Bell Programs Implemented: Seeing Stars®

Outcome Measures: Measures of Academic Progress (reading)

BACKGROUND:

Laramie County School District #1 in Cheyenne, Wyoming, serves a large percentage of students who are at-risk of reading failure. During the 2013-14 and 2014-15 school years, Laramie implemented Lindamood-Bell® instruction to address the specific needs of this student population including students with Specific Learning Disabilities (SLD). Forty-four students with SLDs in grades 2-4 received an average of 85 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Laramie teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with a reading assessment and compared to expected changes, based on published norms. End of year Rasch Unit (RIT) scores were subtracted from beginning of year scores and averaged to determine change. RIT scores are vertically-scaled, so progress can be monitored over time.

Average RIT Score Changes



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

RESULTS:

On average, Seeing Stars students exceeded expectations in reading across all three grade levels. In other words, the changes made by these students with Specific Learning Disabilities were significantly larger than expected. 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.