LINDAMOOD-BELL
LEARNING PROCESSES
RESEARCH

Texas Students Receiving Seeing Stars Instruction Make Significant Improvements in Reading

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

PROFILE:
Number of Students: 15
Grade Levels: 2nd-3rd
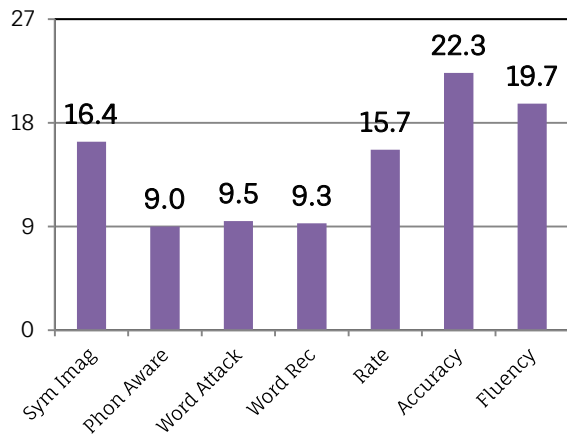Lindamood-Bell Programs Implemented: Seeing Stars®
Outcome Measures:
- Symbol Imagery Test
- Lindamood Auditory Conceptualization Test-3rd
- Woodcock Reading Mastery Test-3rd (word attack)
- Wide Range Achievement Test-4th (reading)
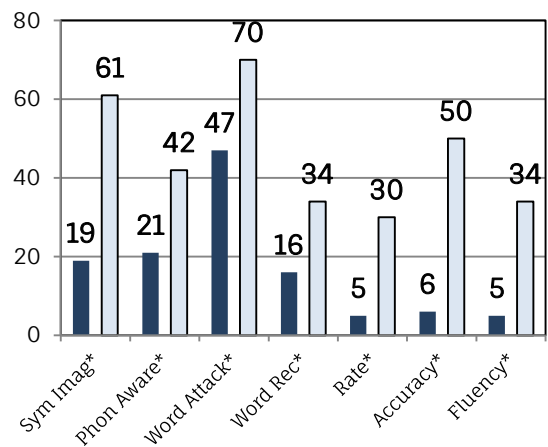- Gray Oral Reading Tests-4th (rate, accuracy, fluency, and comprehension)

BACKGROUND:
Lasara Elementary School in Lasara, Texas, serves a large percentage of students who are at-risk of reading failure. During the 2013-14 school year, Lasara implemented Lindamood-Bell® instruction to address the specific needs of this student population. Fifteen students received an average of 82 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Lasara teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with a battery of reading assessments.

Average Standard Score Changes

Sym Imag 16.4, Phon Aware 9.0, Word Attack 9.5, Word Rec 9.3, Rate 15.7, Accuracy 22.3, Fluency 19.7

Small (<3.0) | Medium (3.0–4.5) | Large (>4.5)

Pre- and Posttest Percentiles

Sym Imag* Pre 19 Post 61, Phon Aware* Pre 21 Post 42, Word Attack* Pre 47 Post 70, Word Rec* Pre 16 Post 34, Rate* Pre 5 Post 30, Accuracy* Pre 6 Post 50, Fluency* Pre 5 Post 34

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 44-point percentile increase in accuracy put these students 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.