



RESEARCH

Tennessee Students Receiving Seeing Stars Instruction Make Significant Improvements in Reading



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

PROFILE:

Number of Students: 19

Grade Levels: 1st-5th

Lindamood-Bell Programs Implemented: Seeing Stars®

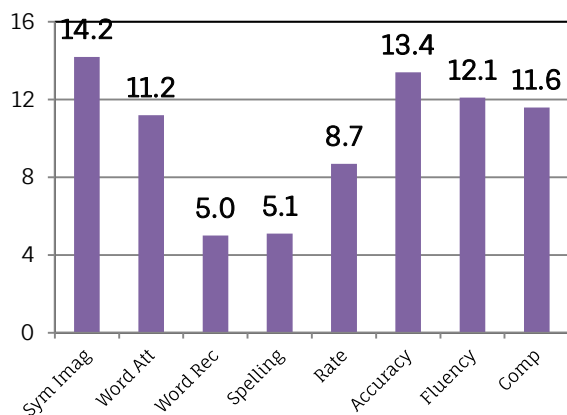
Outcome Measures:

- Symbol Imagery Test
- Woodcock Reading Mastery Test-3rd (word attack)
- Wide Range Achievement Test-4th (reading and spelling)
- Gray Oral Reading Tests-3rd (rate, accuracy, fluency, and comprehension)

BACKGROUND:

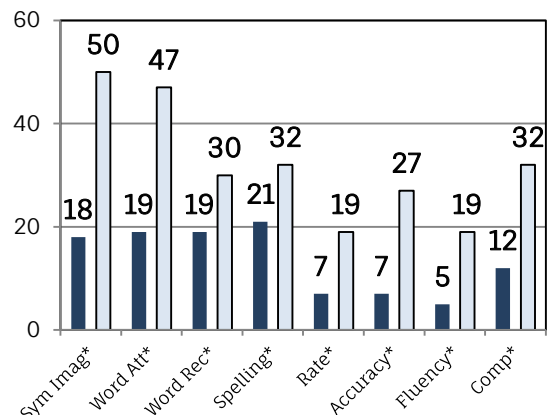
Robert E. Lee Elementary School in Tullahoma, Tennessee, serves a large percentage of students who are at-risk of reading failure. During the 2015-16 school year, Lee implemented Lindamood-Bell® instruction to address the specific needs of this student population. Nineteen students received an average of 87 hours of primarily Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Lee teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with a battery of reading assessments.

Average Standard Score Changes



Small (<3.0) Medium (3.0-4.5) Large (>4.5)

Pre- and Posttest Percentiles



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 32-point percentile increase in symbol imagery 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.