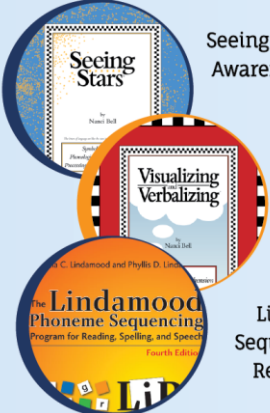




RESEARCH

National Center on Intensive Intervention Reviews Lindamood-Bell Studies: Significant Effects on Reading



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

Visualizing and Verbalizing for Language Comprehension and Thinking (V/V)

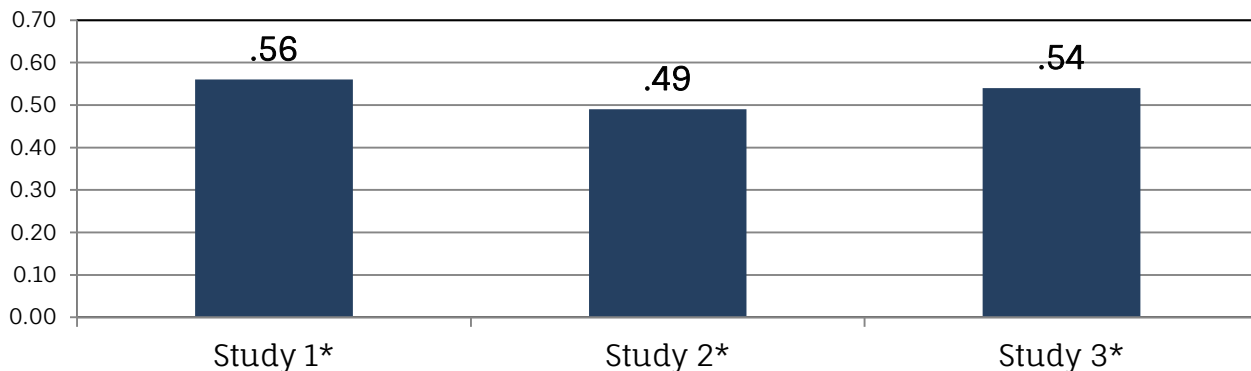
Lindamood Phoneme Sequencing® Program for Reading, Spelling, and Speech (LiPS®)

PROFILE:
 Number of Studies: 3
 Grade Levels: 3rd-12th
 Lindamood-Bell Programs Implemented:
 • Seeing Stars®
 • Lindamood Phoneme Sequencing®
 • Visualizing and Verbalizing®
 Outcome Measures: Various measures of reading

BACKGROUND:

The National Center on Intensive Intervention (NCII), funded by the U.S. Department of Education, reviews educational intervention studies and rates them on several metrics. Findings are published on the NCII website, so consumers can make informed decisions on interventions that meet their needs. NCII reviewed three studies on the Lindamood-Bell® programs. Average effect sizes across targeted reading measures are shown below.

Average Effect Sizes



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

RESULTS:

According to NCII, “a positive effect size indicates that participating in the intervention led to improvement in performance on the academic outcome measure.” The effect sizes reported in the above chart were statistically significant and “substantively important” based on What Works Clearinghouse criteria. The results of these studies illustrate that Lindamood-Bell instruction leads to improved reading.

Source: National Center on Intensive Intervention (<http://www.intensiveintervention.org/chart/instructional-intervention-tools>):

- Study 1: Burke, C., Howard, L. & Evangelou, T. (2005).
- Study 2: Bell, N., Hungerford, D, Flowers, L. & Fittler, R.
- Study 3: Bell, N., Worthington, P., Hungerford, D, Fittler, R. & Flowers, L.