



California Students Receiving Visualizing and Verbalizing Instruction Outperform Comparison Students in Memory



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

PROFILE:

Number of Students:

- 14 Visualizing and Verbalizing
- 14 Comparison

Grade Levels: 9th-12th

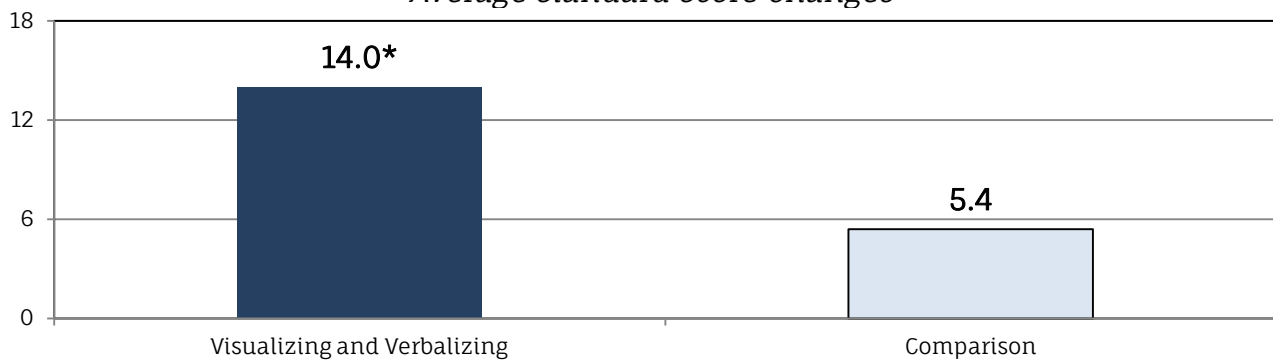
Lindamood-Bell Programs Implemented: Visualizing and Verbalizing®

Outcome Measures: Wide Range Assessment of Memory and Learning (story memory)

BACKGROUND:

Paso Robles High School in Paso Robles, California, serves a large percentage of students who are at-risk of reading failure. During the 2000-01 school year, Paso implemented Lindamood-Bell® instruction to address the specific needs of this student population. Fourteen students received an average of 27 hours of Visualizing and Verbalizing instruction to develop concept imagery for comprehension (and memory). Instruction was delivered by Lindamood-Bell staff. Student gains were measured with a memory assessment and were compared to gains made by similar students from the same school who did not receive Visualizing and Verbalizing instruction. Students were randomly selected for inclusion after being identified as poor-performing comprehenders.

Average Standard Score Changes



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

RESULTS:

On average, Visualizing and Verbalizing students achieved a significantly greater improvement than comparison students on story memory. The results of this study illustrate that Lindamood-Bell instruction in the Visualizing and Verbalizing program lead to improved memory, which is essential to achieving success with school curricula.