

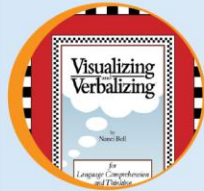


RESEARCH

California Students Receiving Lindamood-Bell Instruction Outperform Comparison Students in Reading



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



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

PROFILE:

Number of Students:

- 35 Lindamood-Bell
- 17 Comparison

Grade Levels: 10th

Lindamood-Bell Programs Implemented:

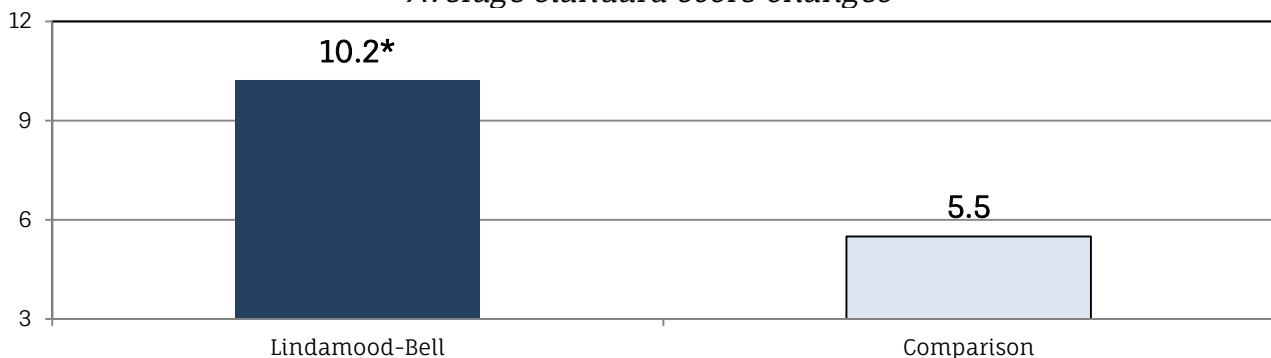
- Seeing Stars®
- Visualizing and Verbalizing®

Outcome Measures: Gray Oral Reading Test-4th (oral reading quotient)

BACKGROUND:

Rancho Buena Vista High School in Vista, California, serves a large percentage of students who are at-risk of reading failure. During the 2007-08 school year, Rancho implemented Lindamood-Bell® instruction to address the specific needs of this student population. Thirty-five students received an average of 159 hours of Lindamood-Bell instruction. Instruction was delivered by Rancho teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with a reading assessment and were compared to gains made by similar students from the same school who did not receive Lindamood-Bell instruction. Students were randomly selected for inclusion after being identified as poor-performing readers.

Average Standard Score Changes



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

RESULTS:

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