



Colorado Students Receiving Visualizing and Verbalizing Instruction Make Significant Improvements in Comprehension



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

PROFILE:

Number of Students: 15

Grade Levels: 2nd-5th

Lindamood-Bell Programs Implemented: Visualizing and Verbalizing®

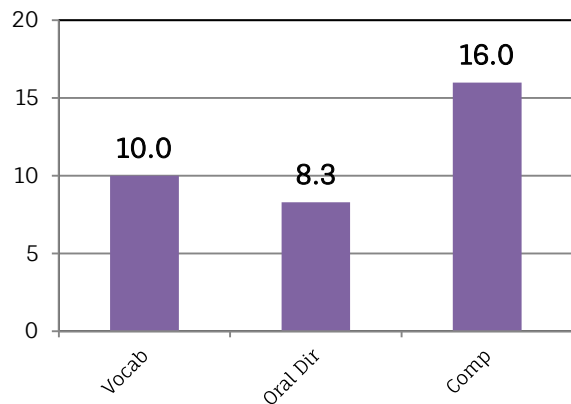
Outcome Measures:

- Peabody Picture Vocabulary Test-4th
- Detroit Tests of Learning Aptitude-2nd (oral directions)
- Gray Oral Reading Tests-4th (comprehension)

BACKGROUND:

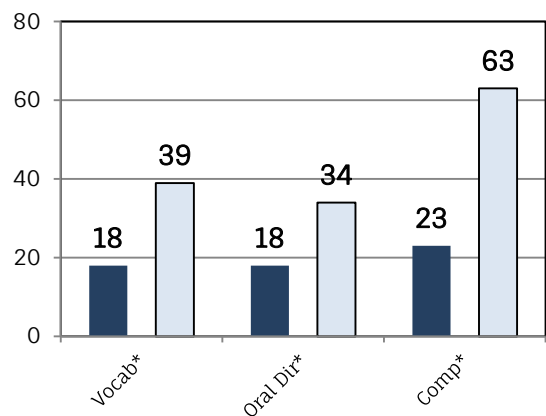
Teller Elementary School in Denver, Colorado, serves a large percentage of students who are at-risk of reading failure. During the 2003-04 school year, Teller implemented Lindamood-Bell® instruction to address the specific needs of this student population. Fifteen students received an average of 101 hours of Visualizing and Verbalizing instruction to develop concept imagery for comprehension. Instruction was delivered by Teller teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with a battery of comprehension 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, Visualizing and Verbalizing students achieved significant improvements in comprehension. They made large standard score changes on all measures. Additionally, the 40-point percentile increase in comprehension 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 Visualizing and Verbalizing program leads to improved comprehension, which is essential to achieving success with school curricula.