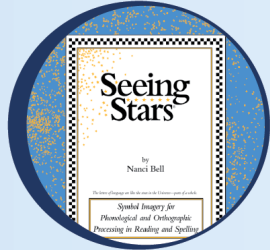




Escuela Internacional Sampedrana



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

PROFILE:

Number of Students: 60 Average Age: 8.0

Average Hours of Instruction: 58.1

Lindamood-Bell Programs Implemented: Seeing Stars®

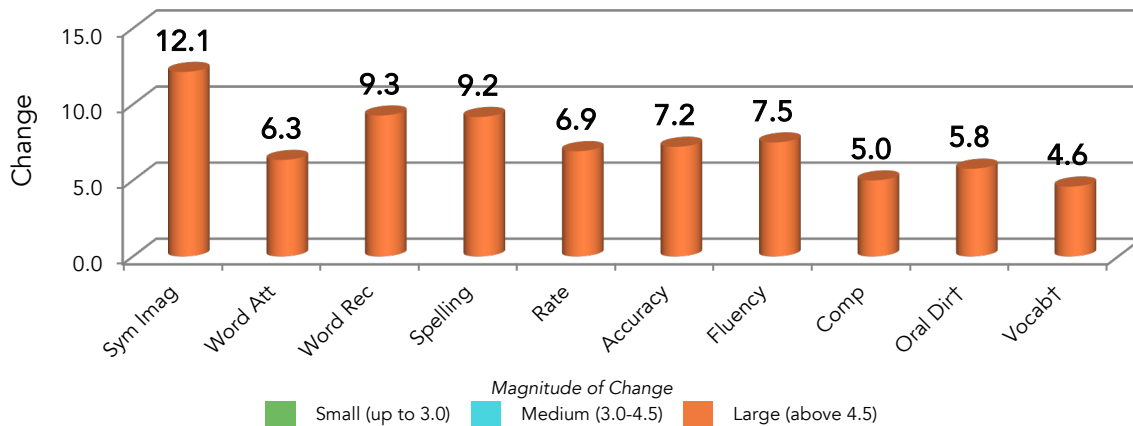
Outcome Measures:

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

BACKGROUND:

Escuela Internacional Sampedrana in San Pedro Sula, Honduras, serves a large percentage of students who are at-risk of reading failure. During the 2017-18 school year, Escuela Internacional Sampedrana implemented Lindamood-Bell® instruction to address the specific needs of this student population. 60 students received an average of 58.1 hours of primarily Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Escuela Internacional Sampedrana teachers who received professional development in the Lindamood-Bell programs. Student gains were measured with a battery of reading assessments.

Average Standard Score Changes



*These skills are not directly stimulated by Seeing Stars instruction. Therefore, growth may not be commensurate with growth on targeted measures.

RESULTS:

On average, Seeing Stars students achieved significant improvements in reading. They made large standard score changes on all measures. Additionally, the 27-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.