LINDAMOOD-BELL
LEARNING PROCESSES

RESEARCH

Pueblo Pintado Community School

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

PROFILE:
Number of Students: 19   Average Age: 9.4
Average Hours of Instruction: 64.4
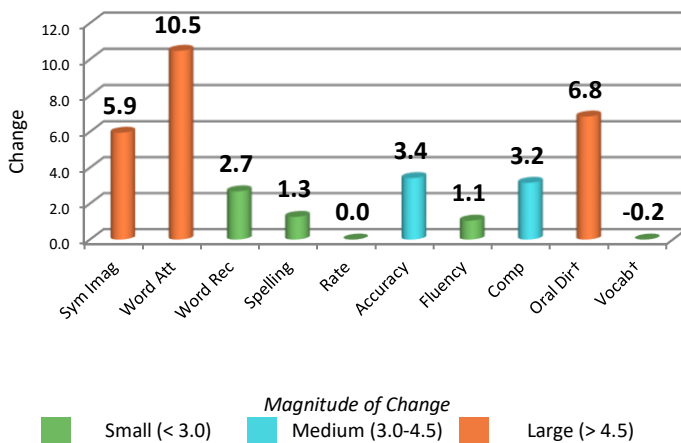Programs Implemented: Seeing Stars®
Outcome Measures:
- Symbol Imagery Test
- Woodcock Reading Mastery Test-3rd (word attack)
- Wide Range Achievement Test-4th (reading and spelling)
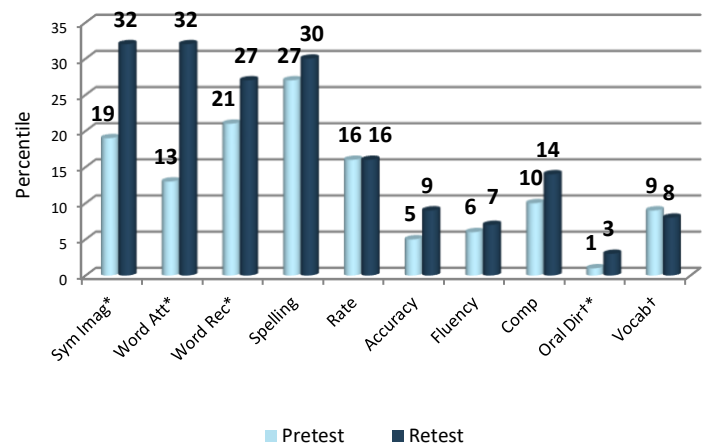- Gray Oral Reading Tests-4th (rate, accuracy, fluency, and comprehension)

BACKGROUND:
Pueblo Pintado Community School in Cuba, NM, serves a large percentage of students who are at-risk of reading failure. During the 2018-19 school year, Pueblo Pintado Community School implemented Lindamood-Bell® instruction to address the specific needs of this student population. 19 students received an average of 64.4 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Pueblo Pintado Community School teachers who had received professional development in the programs developed by Lindamood-Bell's founders. Student gains were measured with a battery of reading assessments.

Average Standard Score Changes

Magnitude of Change
Small (< 3.0)   Medium (3.0-4.5)   Large (> 4.5)

Pre- and Retest Percentiles

Pretest   Retest

RESULTS:
On average, Seeing Stars students achieved significant improvements in reading. They made large standard score changes on several measures. Additionally, the 19-point percentile increase in Word Attack and 12-point increase in Symbol Imagery placed these students within the normal ranges (25th-75th percentile). Their pre- to posttest results were statistically significant on most 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.