LINDAMOOD-BELL
LEARNING PROCESSES
RESEARCH

Escuela Internacional Sampedrana

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

PROFILE: Tier 2 Students
Number of Students: 43   Average Age: 9.3
Average Instructional Time: 30 minutes, twice weekly
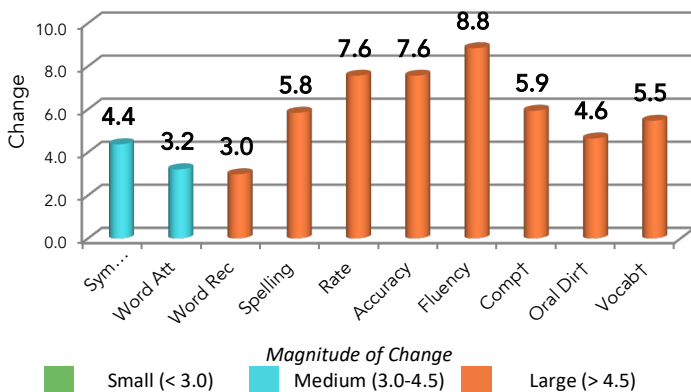Lindamood-Bell Programs Implemented: Seeing Stars®
Outcome Measures:
- Symbol Imagery Test
- Woodcock Reading Mastery Test-3rd (word attack)
- Wide Range Achievement Test-4th (reading and spelling)
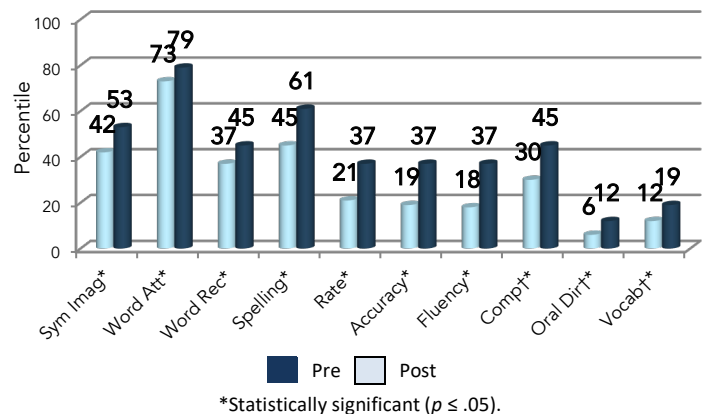- Gray Oral Reading Tests-4th (rate, accuracy, fluency, and comprehension)

BACKGROUND:

Escuela Internacional Sampedrana in San Pedro Sula, Honduras, serves a large percentage of students who are at-risk of reading failure. During the 2018-19, Escuela Internacional Sampedrana implemented Lindamood-Bell® instruction to address the specific needs of this student population. 43 Tier 2 students received an average of 30 minutes of primarily Seeing Stars instruction twice weekly to develop symbol imagery for reading. Instruction was delivered by Escuela Internacional Sampedrana teachers who 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

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

RESULTS:

On average, Seeing Stars students achieved significant improvements in reading. They made large standard score changes on nearly all measures. Additionally, the 19-point percentile increase in Fluency boosted 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.