LINDAMOOD-BELL LEARNING PROCESSES

RESEARCH

San Luis Valley BOCES

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

PROFILE:
Number of Students: 69** Average Age: 9.0
Average Hours of Instruction: 80.6
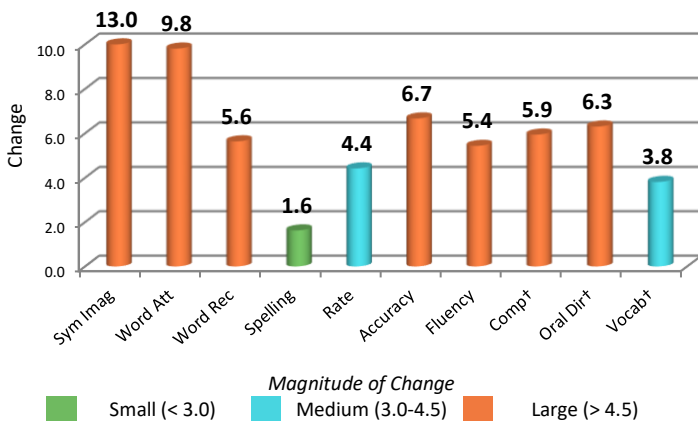Lindamood-Bell Programs Implemented: Seeing Stars®
Outcome Measures:
- Symbol Imagery Test
- Woodcock Reading Mastery Test-3rd (word attack)
- Wide Range Achievement Test-4th (reading and spelling)
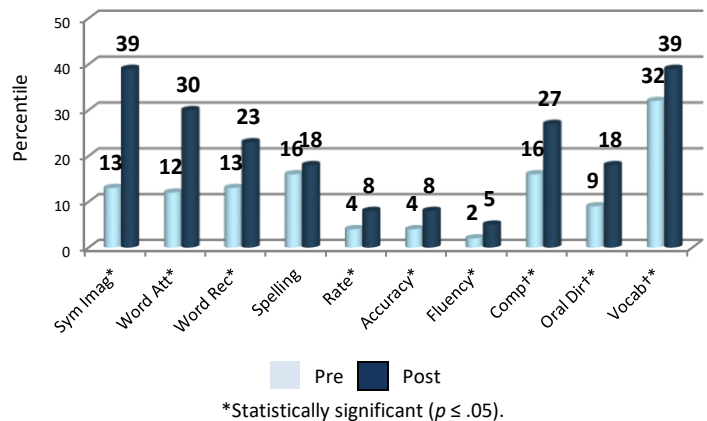- Gray Oral Reading Tests-4th (rate, accuracy, fluency, and comprehension)

BACKGROUND:

The San Luis Valley BOCES in Alamosa, CA, serves a large percentage of students who are at-risk of reading failure. During the 2018-19 school year, the San Luis Valley BOCES implemented Lindamood-Bell® instruction to address the specific needs of this student population. Sixty-nine students received an average of 80.6 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by San Luis Valley BOCES 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 ($p \leq .05$).

**Symbol Imagery results are out of 68 students.

RESULTS:

On average, Seeing Stars students achieved significant improvements in reading. They made large standard score changes on nearly all measures. Additionally, the 26-point percentile increase in Symbol Imagery and the 18-point percentile increase in Word Attack put these students within the normal range (25th-75th percentile). Their pre- to post-test results were statistically significant on nearly 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.