



RESEARCH

St. Andrew's Cathedral Gawura School



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

PROFILE:

Number of Students: 22 Average Age: 8.5

Average Hours of Instruction: 112

Lindamood-Bell Programs Implemented: Seeing Stars®

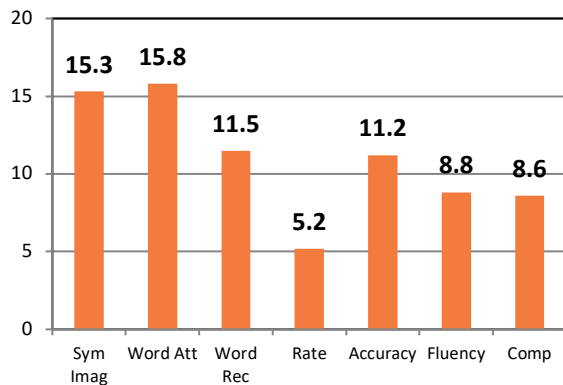
Outcome Measures:

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

BACKGROUND:

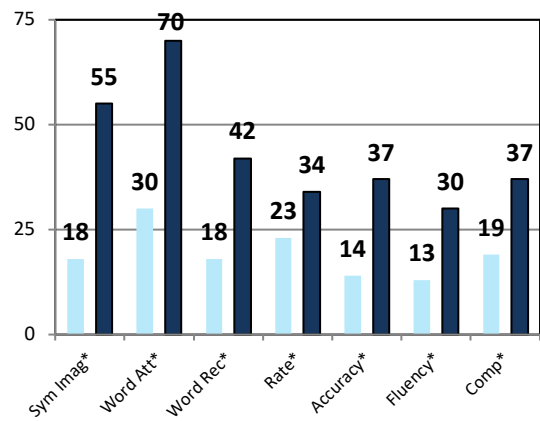
The Gawura School, part of St. Andrew's Cathedral School in Sydney, Australia, serves a percentage of students who are at-risk of reading failure. During the 2021-2022 school year, the Gawura School implemented Lindamood-Bell® instruction to address the specific needs of this student population. Twenty-two students received an average of 112 hours of Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by Lindamood-Bell clinicians, and student gains were measured with a battery of reading 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, Seeing Stars students achieved significant improvements in reading. They made large standard score changes on reading and comprehension measures. Additionally, the 17-point percentile increase in reading fluency put these students within the normal range (25th-75th percentile). Their pre- to posttest results were statistically significant in all reading and fluency 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.