LINDAMOOD-BELL
LEARNING PROCESSES

R E S E A R C H

Long Beach Unified School District

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

PROFILE:

Number of Students: 19   Average Age: 13.0

Average Hours of Instruction: 70.1

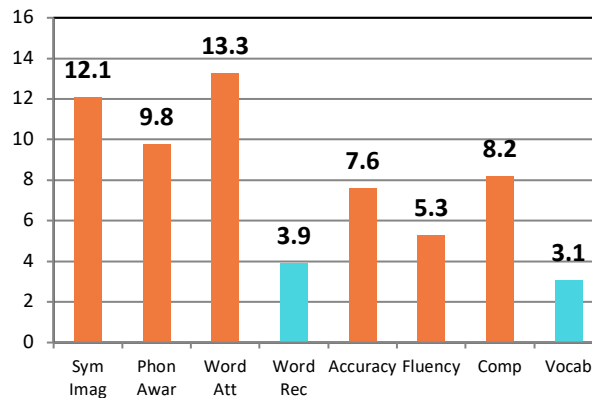Lindamood-Bell Programs Implemented: Seeing Stars®

Outcome Measures:
- Symbol Imagery Test
- Lindamood Phoneme Sequencing Test-3rd
- Woodcock Reading Mastery Test-3rd (word attack)
- Wide Range Achievement Test-5th (reading)
- Gray Oral Reading Tests-4th (accuracy, fluency, and comprehension)

BACKGROUND:

Long Beach Unified School District (LBUSD) in Long Beach, California, serves a high percentage of students who are at-risk of reading failure. During the second half of the 2022-23 school year, LBUSD implemented a Lindamood-Bell® Learning Center on Campus to address the specific needs of this student population. Nineteen students received an average of 70.1 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

Legend: Small (<3.0)   Medium (3.0–4.5)   Large (>4.5)

Chart values: Sym Imag 12.1, Phon Awar 9.8, Word Att 13.3, Word Rec 3.9, Accuracy 7.6, Fluency 5.3, Comp 8.2, Vocab 3.1

RESULTS:

On average, Seeing Stars students achieved significant improvements in reading. They made large standard score changes in symbol imagery, phonemic awareness, word attack, accuracy, fluency, and comprehension, with pre- to posttest results that were statistically significant on all reading 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.