



LINDAMOOD-BELL LEARNING PROCESSES

R E S E A R C H

Maine School Administrative District 75



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

PROFILE:

Number of Students: 13 Average Age: 8.8

Lindamood-Bell Programs Implemented: Seeing Stars®

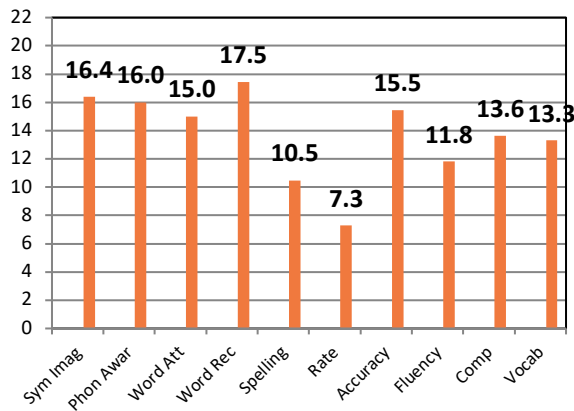
Outcome Measures:

- Symbol Imagery Test
- Lindamood Phoneme Sequencing Test-3rd
- Woodcock Reading Mastery Test-3rd (word attack)
- Wide Range Achievement Test-4th (reading and spelling)
- Gray Oral Reading Tests-4th (rate, accuracy, fluency, and comprehension)
- Peabody Picture Vocabulary Test-5th (vocabulary)

BACKGROUND:

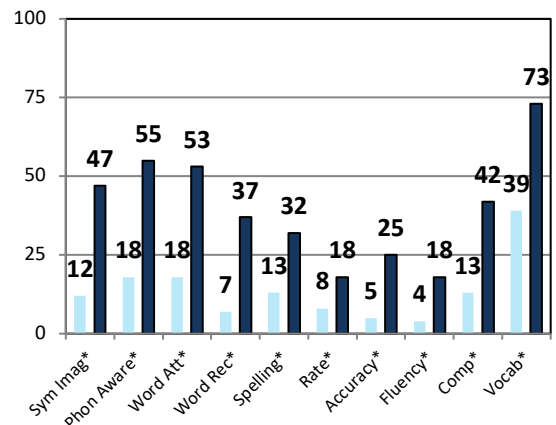
During the 2022-23 school year, Maine School Administrative District 75 (MSAD 75) in Topsham, Maine, implemented Lindamood-Bell® instruction to address the needs of struggling readers in the district. Thirteen students received Seeing Stars instruction to develop symbol imagery for reading. Instruction was delivered by MSAD 75 teachers who received professional development from Lindamood-Bell, 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 all measures. Additionally, the 20-point percentile increase in reading accuracy put these students within the normal range (25th-75th percentile) on average, with 8 out of 11 students moving into the normal range from below normal. 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.