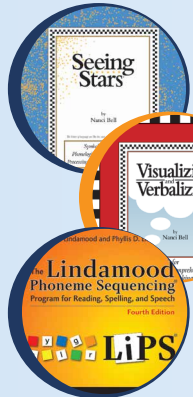




# LINDAMOOD-BELL LEARNING PROCESSES

## RESEARCH

### A Project of Hope: Incarcerated Youth Receiving Lindamood-Bell Instruction Outperform Comparison Students in Reading



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

Visualizing and Verbalizing for Language Comprehension and Thinking (VV)

Lindamood Phoneme Sequencing for Phonemic Awareness, Reading and Spelling (LiPS)

#### PROFILE:

School Years: 2002–2004

Number of Schools: 2

Number of Students:

•180 Lindamood-Bell

•42 Comparison

Grade Levels: 6th–12th

Lindamood-Bell Programs Implemented:

•Seeing Stars®

•Visualizing and Verbalizing®

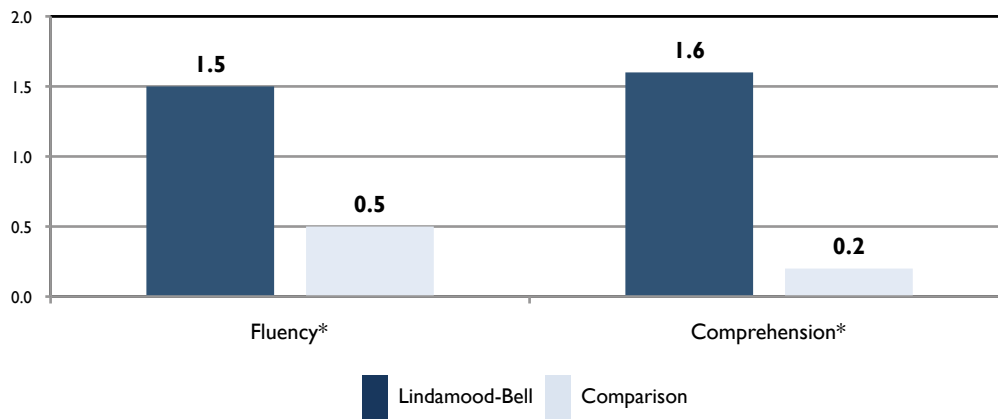
•Lindamood Phoneme Sequencing®

Outcome Measures: Gray Oral Reading Test-4th (fluency and comprehension)

#### BACKGROUND:

Camp Barrett and the Juvenile Ranch Facility in San Diego, California, serve a large percentage of incarcerated males who are at-risk of reading failure. From 2002 to 2004, Camp Barrett and Juvenile Ranch Facility implemented Lindamood-Bell® to address the specific needs of this student population. One hundred eighty students received an average of 88 hours of Lindamood-Bell instruction to develop symbol imagery, phonemic awareness, and concept imagery for reading and comprehension. Instruction was delivered by Lindamood-Bell staff. Student gains were measured with a battery of reading assessments and the results were compared to gains made by similar students. Students were randomly assigned to the Lindamood-Bell and comparison groups.

Average Standard Score Changes



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

#### RESULTS:

On average, the Lindamood-Bell students achieved significantly greater improvements than comparison students on all measures. The results of this study suggest that Lindamood-Bell instruction in the Seeing Stars, Lindamood Phoneme Sequencing, and Visualizing and Verbalizing programs lead to improved reading and comprehension with this traditionally challenged population.