

Studies support efficacy of Fast ForWord use with 30-minute, 3-day schedule

Scientific Learning Research Briefings: 18(3)

Study Objectives

This briefing reviews seven studies (five published and two unpublished) with students who used the Fast ForWord products for approximately 30 minutes per day, 3 days per week. The impact of Fast ForWord use was measured by assessing the students' reading skills before and after product use with standardized, norm- or criterion-referenced tests.

Methodology

Across the seven studies, participants included 460 students, in grades K-12, who used one or more products from the Fast ForWord family of products while attending public or charter schools in urban, suburban, or rural districts.

At each school, educators were trained in:

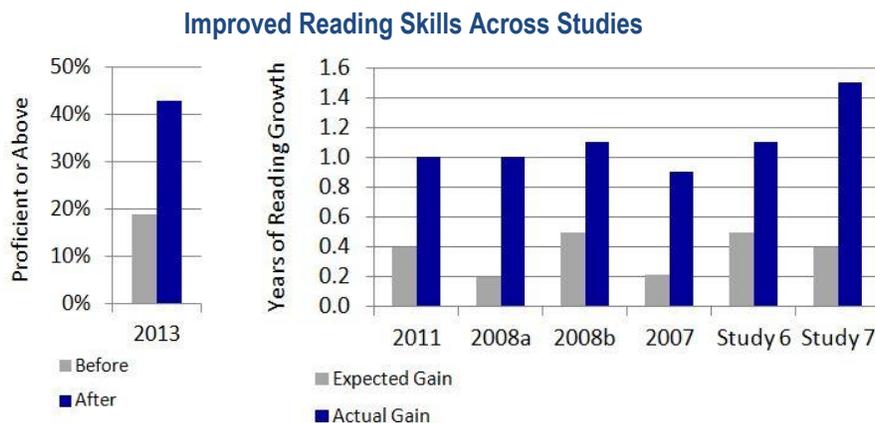
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Effective implementation techniques and evaluation measures
- Use of Progress Tracker or MySciLEARN reports to monitor student performance

School personnel tested the students' reading skills before and after Fast ForWord participation using Reading Progress Indicator (RPI), the TerraNova Comprehensive Tests of Basic Skills-Survey, or the Pennsylvania System of School Assessment (PSSA).

Schedule of Use

At the time of these studies, all Fast ForWord protocol options required working 5 days per week. However, for reasons such as block scheduling, average use at the study sites was around 3 days per week. Most of the students were assigned to 30-minute daily sessions (the rest had 40-minute sessions). In the unpublished Study 7, students alternated between Fast ForWord use (3 days/week) and Reading Assistant use (2 days/week).

Assessment Results



- The 2013 study used the PSSA as the outcomes measure. Following Fast ForWord use, the percentage of students scoring at or above the "Proficient" level more than doubled.
- The 2011, 2008a, 2008b, and 2007 studies, as well as the unpublished Study 6 and Study 7, used RPI as the outcomes measure. Each of these studies reported average gains of 1 year or more, in 5 months or less.
- The 2007 study used the TerraNova Survey as the outcomes measure. On average, the students made 9 months improvement in 9 weeks.

Educational Gains

In each of the studies reviewed here, study participants substantially exceeded expected gains, indicating that students can improve their reading skills by using the Fast ForWord products for as little as 30 minutes per day, 3 days per week.

References

Scientific Learning Corp. (2013). 33% of Fast ForWord participants at Downingtown Area School District increase PSSA Reading Level. Scientific Learning: Research Briefings 17(8).

Scientific Learning Corp. (2011). New Rochelle High School students improve reading skills by more than 1 year in less than 4 months. Scientific Learning Research Briefings: 15(15).

Scientific Learning Corp. (2008a). Students in Uniontown, PA, improved reading skills an average of 1 year in 2 months of product use. Educator's Briefing, November 2008.

Scientific Learning Corp. (2008b). Students in Brooklyn, NY, improved reading skills an average of 1 year 1 month in 5 months of product use. Educator's Briefing, November 2008.

Scientific Learning Corp. (2007). Nearly one year of reading gain after nine weeks on Fast ForWord to Reading 3 for 30 minutes per day. Educator's Briefing, July 2007.

Products Used

Fast ForWord Language series
Fast ForWord Literacy series
Fast ForWord Reading series
Scientific Learning Reading Assistant

For other reports showing significant academic gains following use of Scientific Learning products go to: www.scilearn.com/resultsreports

Contact us for more information:
1-888-282-7401 (US and Canada)
info@scilearn.com
www.scientificlearning.com

