

United Kingdom: Students' Auditory Processing Skills Improved from 5th to 37th Percentile

Implementation Objectives

Aditi Silverstein, founder of Innovative Therapies, a company that provides comprehensive speech, language, auditory and reading therapies to students throughout the UK and Europe, was interested in evaluating the effectiveness of the Fast ForWord products as part of Innovative Therapies' specialized services for students with language and learning difficulties. Innovative Therapies, working with local British Speech and Language Therapists, guided students using the Fast ForWord products as part of their speech therapy sessions.

Methodology

Innovative Therapies personnel and British Speech and Language Therapists tested the students' auditory processing skills with the SCAN-C: Test for Auditory Processing Disorders in Children-Revised before and after Fast ForWord participation. Several of the students were evaluated with an oral language assessment (Clinical Evaluation of Language Fundamentals) and/or a checklist screening for problems associated with hearing and language difficulties (Fisher's Auditory Problems Checklist).

All professionals involved in the study 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
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- Use of Progress Tracker reports to monitor student performance
- Techniques for measuring gains students achieve after they have finished using the product

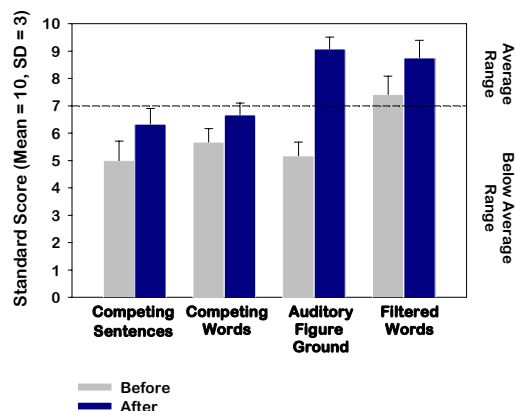
Schedule of Use

Students used Fast ForWord products for 90 or 100 minutes a day, five days per week. On average, students used the Fast ForWord Language product for 39 days and completed 80% of the product content.

Assessment Results

The SCAN-C is designed for children aged 5-11 years. It measures the perception stage of auditory processing and requires the child to repeat stimulus words or sentences. The child listens to the words from a pre-recorded tape, using headphones.

Improved Auditory Processing Skills



Improvements were evident on all four subtests with statistically significant improvements on the Auditory Figure Ground and the Competing Sentences subtests. Average student improvements on Auditory Figure Ground corresponded to an improvement from the 5th to the 37th percentile. Average gains in Competing Sentences corresponded to improving from the 4th to the 11th percentile.

Students also demonstrated substantial improvements on their language skills and on a checklist that screened for problems associated with hearing and language difficulties however statistical tests were not performed due to the small number of data points on those assessments.

Educational Gains

These findings, that Fast ForWord products improve auditory processing and language skills, support other studies, and extend them to students who use British English.

Students achieved significant gains in Auditory Processing.



Program Study Statistics

Number of Students:
15 students

Age:
Four through eleven years

Products Used:
Fast ForWord Language
Fast ForWord Language to Reading
Fast ForWord to Reading 3

Assessment tool used:
SCAN-C: Test for Auditory Processing Disorders in Children-Revised

For detailed analysis of this data or to request other reports showing significant academic gains following use of the Fast ForWord family of products go to: www.scilearn.com/resultsreports

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