

Cognitive skills of students in India improved from the 29th to the 41st percentile

Implementation Objectives

The Nalanda Institute in Mumbai, India, is a non-profit education center for students with learning disabilities. The Institute was interested in evaluating the effectiveness of using the Fast ForWord products as part of their educational services for students with learning difficulties. Under the guidance of Nalanda Institute staff, 25 bilingual English speaking students used the Fast ForWord product as part of their class curriculum. All participants spoke colloquial Hindi and had an Indian language as their mother tongue.

Methodology

Staff at the Nalanda Institute tested the students' cognitive and English language and reading skills with a battery of tests including the Comprehensive Test of Phonological Processing (CTOPP) and the Goldman-Fristoe-Woodcock Test of Auditory Discrimination (GFW) before and after Fast ForWord participation. Assessments were administered by Nalanda Institute personnel.

The staff were trained in:

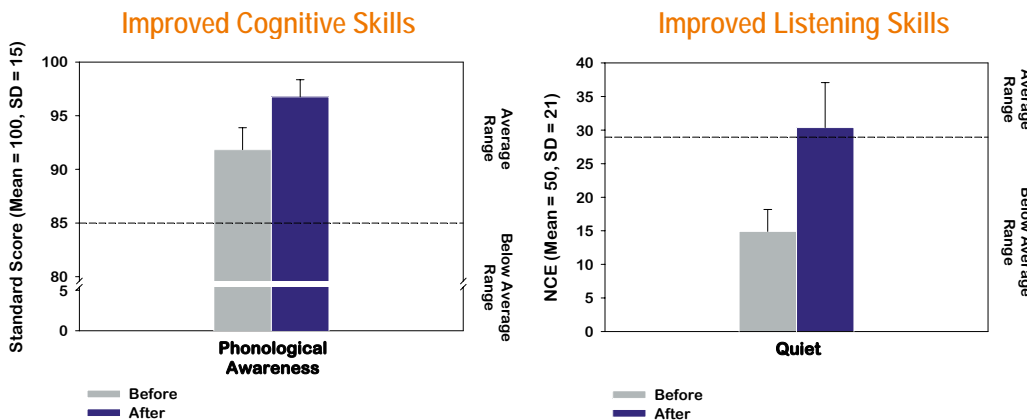
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 participated for 48 minutes a day, five days per week. On average, students used the Fast ForWord Middle & High School product for 40 days and completed 63% of the product content.

Assessment Results

The CTOPP measures a student's awareness of, and access to, the phonological structure of oral language as well as phonological memory, ability to rapidly execute a sequence of operations, and ability to blend and segment words and non-words. The GFW is a screening measure of speech sound discrimination ability for students in quiet and noisy situations.



Students had significant gains in cognitive and listening skills after Fast ForWord use. Phonological Awareness improved one-third of a standard deviation—an improvement from the 29th to the 41st percentile. Students overall gained more than half a standard deviation in the Quiet subtest, corresponding to an improvement from the 4th to the 17th percentile.

Educational Gains

The results found in this study support other studies demonstrating that using the Fast ForWord products also results in the strengthening of foundational reading skills, better positioning students to partake in the classroom curriculum.

Students achieved significant gains:

- Cognitive Skills
- Auditory Processing



Program Study Statistics

Number of Students:
25 students

Age:
Ten through fourteen years

Product Used:
Fast ForWord Middle & High School

Assessment tools used:
Comprehensive Test of Phonological Processing (CTOPP)

Goldman-Fristoe-Woodcock Test of Auditory Discrimination (GFW)

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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