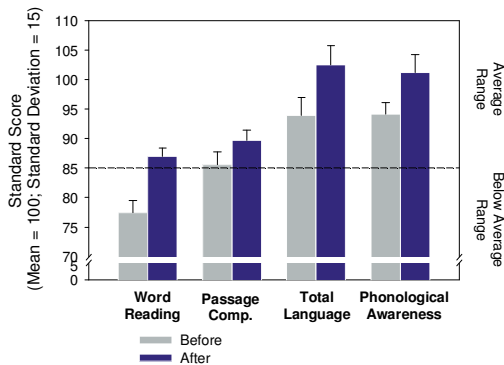


Overviews of Selected Studies on the Fast ForWord Products

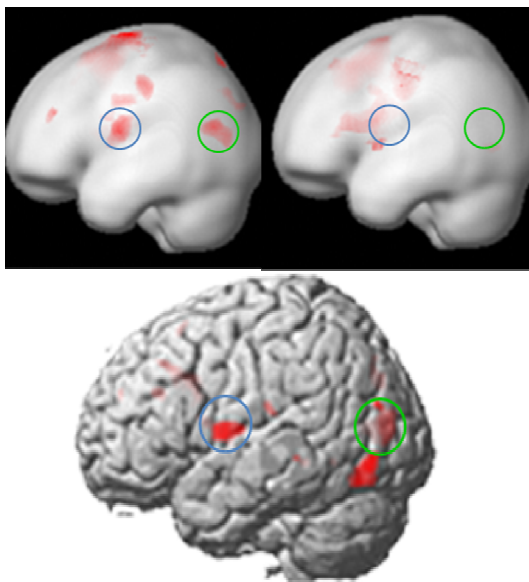
Massachusetts Institute of Technology; Stanford University; Rutgers University; Dartmouth College; Harvard Medical School



fMRI shows that physiological differences in children with dyslexia can be alleviated through remediation

Researchers showed that children with typical reading skills had greater activation in the prefrontal cortex when exposed to rapid transitions than when exposed to slow transitions. Children with dyslexia did not have differentiated activation. Eight weeks of remediation focused on improved rapid auditory processing and phonological and linguistic training (Fast ForWord) resulted in the children with dyslexia developing differentiated activation to rapid and slow transitions similar to that of children with typical development.

Gaab N, Gabrieli JDE, Deutsch GK, Tallal P, Temple E (2007). Neural correlates of rapid auditory processing are disrupted in children with developmental dyslexia and ameliorated with training: An fMRI study. *Restorative Neurology and Neuroscience*, 25(2007)295-310.



Stanford University; University of California, Los Angeles; Scientific Learning Corporation; University of Rutgers; University of California, San Francisco

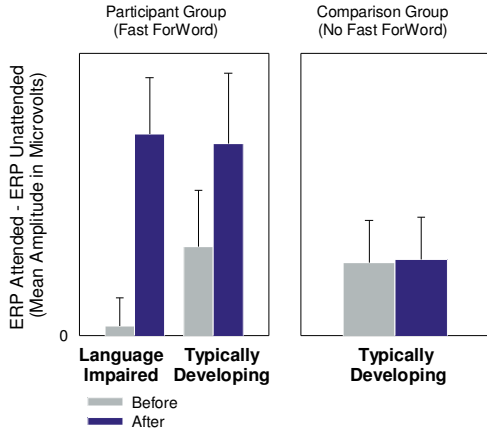
fMRI shows differences in cortical activation of children with and without dyslexia are diminished following Fast ForWord participation.

Researchers used fMRI to show that during phonological awareness tasks, the left hemisphere of children with typical development (top left) had more coherent activation in cortical regions critical to reading (circled regions) than children with dyslexia (top right). Following training with the Fast ForWord products, the cortical activation in children with dyslexia (bottom) became more similar to the activation of typically developing children.

Temple E, Deutsch GK, Poldrack RA, Miller SL, Tallal P, Merzenich MM, Gabrieli JD (2003). Neural deficits in children with dyslexia ameliorated by behavioral remediation: Evidence from functional MRI. *Proceedings of the National Academy of Sciences*, Vol. 100, No. 5: pp. 2860-2865.

University of Oregon; Saint Lawrence College

Children with and without language impairments improved receptive language and selective attention.

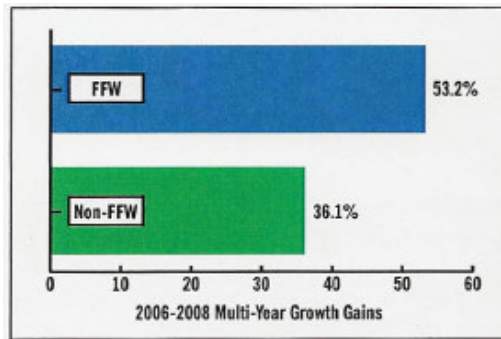


It has been shown that children with specific language impairments are weak in their selective auditory attention skills. In this study, researchers trained children on Fast ForWord for six weeks and found that children with language impairments as well as those without had improvements in their receptive language scores. These improvements were significantly greater than those of typically developing children who did not use Fast ForWord and were consistent with improvements in selective attention measured through event-related potentials (ERP's).

Stevens C, Fanning J, Coch D, Sanders L, Neville H (2008). Neural mechanisms of selective auditory attention are enhanced by computerized training: Electrophysiological evidence from language-impaired and typically developing children. *Brain Research*, 1205:55-69.

Schultz Center for Teaching and Leadership; Duval County Public Schools, FL

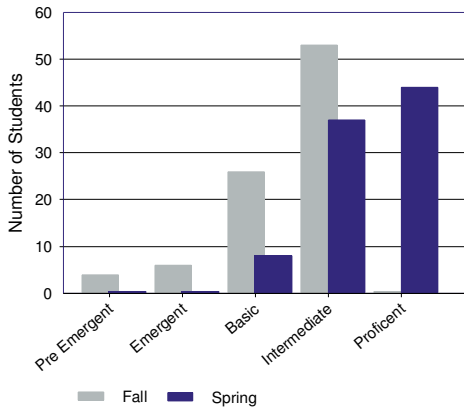
53.2% of Fast ForWord participants made expected gains



More than 23,000 students in 1st – 12th grade in the Duval County Public Schools used the Fast ForWord products between 2006 and 2008. 5,219 participants had FCAT scores from 2006, 2007, and 2008; 5,010 students served in a comparison group. The FCAT's Annual Learning Gains (ALG) provided the students' expected gains. Cumulative effects showed that in 2008, 970 more Fast ForWord participants had made expected gains than comparison students.

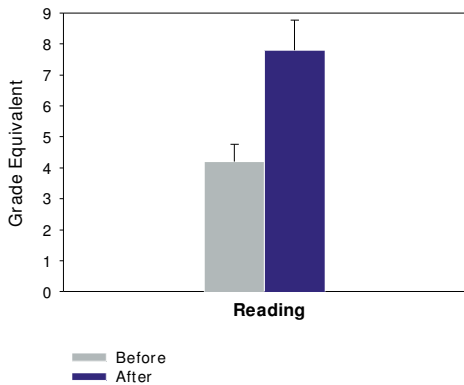
Schultz Center for Teaching & Leadership (2009). Fast ForWord Longitudinal Impact Study. Jacksonville, FL.

Deer Valley Unified School District, AZ
Improved English skills for student with Limited English Proficiency; 79% improved one or more levels



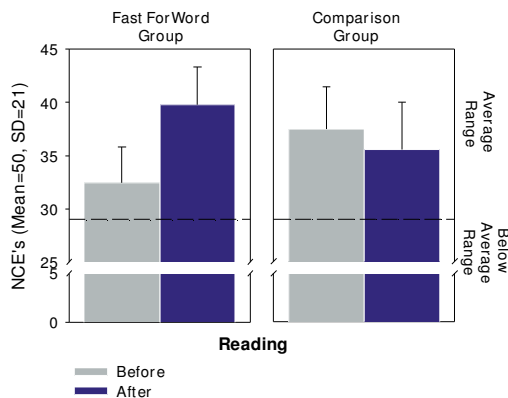
In the Deer Valley Unified School District, elementary school students with limited English proficiency were assessed with the Arizona English Language Learner Assessment (AZELLA) in the Fall and again in the Spring. Students typically have a difficult time moving beyond the Intermediate level with 38% moving to Proficient after one year, and 46% moving to Proficient after two years. After using the Fast ForWord products, 68% of the Intermediate students reached the Proficient level. In fact, 22% of the students initially at Basic reached Proficient!

PPEP TEC High School, AZ
Student reading skills improve 3 ½ years



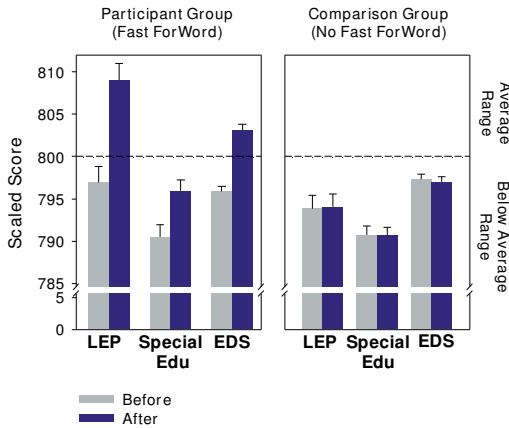
Students attending an alternative high school in Tucson for students at risk of becoming permanent dropouts of the Arizona public educational system improved three and one-half years in reading ability after use of the Fast ForWord products. Student reading skills were assessed with the Brigance Comprehensive Inventory of Basic Skills.

Seminole County School District, FL
Reading skills improve significantly more than comparison group



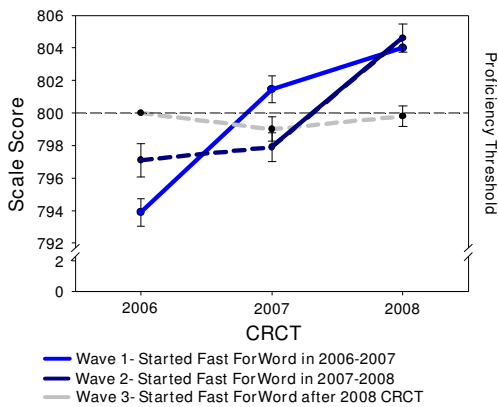
Study participants were second and third grade students at English Estates Elementary School. After using the Fast ForWord to Reading 1 and ForWord to Reading 2 products, students significantly outperformed a comparison group on the Degrees of Reading Power (DRP).

Clarke County School District, GA
Fast ForWord helps students in a variety of demographic groups



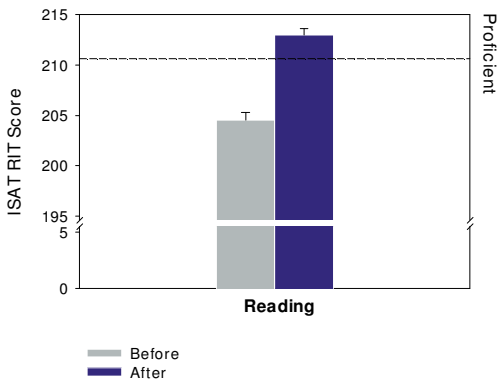
Students in the Clarke County School District who used Fast ForWord products out-performed students in a comparison group. Students were evaluated before and after participation on the CRCT, Georgia’s state assessment. Groups of students with Limited English Proficiency as well as those who were receiving services for special education and those who were economically disadvantaged made significant improvements while similar groups that did not use the products did not make improvements.

Clarke County School District, GA
Fast ForWord participants start lower and finish higher than comparison group

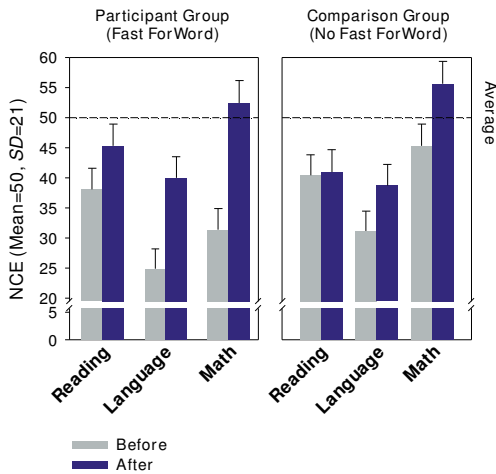


Students in the Clarke County School District who started using the Fast ForWord products during the 2006 – 2007 school year made significant improvements on the 2007 administration of the CRCT, the state assessment. Students who started during the 2007 – 2008 school year made significant improvements in 2008. In 2007 38% of the non-proficient participants reached proficiency; in 2008 42% reached proficiency. In the comparison groups, 27% and 29% reach proficiency in 2007 and 2008.

Pocatello/Chubbuck School District 25, ID
Percentage of students meeting state reading proficiency standards doubles

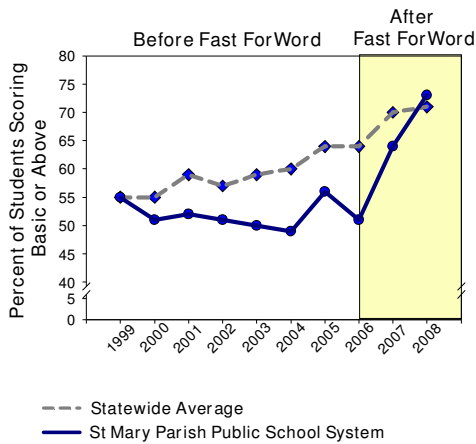


Students in the Pocatello/Chubbuck School District 25, ID, were evaluated with the Idaho Standards Achievement Test (ISAT) before and after Fast ForWord participation. Students overall made significant gains in reading achievement and 65% of students attained a reading performance level of Proficient or higher after Fast ForWord use—up from 31% before.



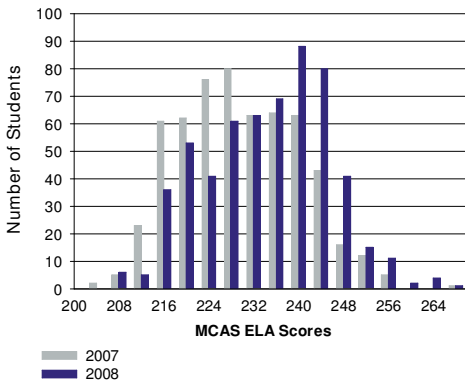
South Madison Community School Corporation, IN
Improved English skills for student with Limited English Proficiency; 79% improved one or more levels

The South Madison Community School Corporation, a suburban district 35 miles from Indianapolis, used the Fast ForWord products with third through fifth graders in two elementary schools. Students were evaluated with the Measures of Academic Progress (MAP) in the Fall, Winter, and Spring. Fast ForWord participants were matched by Fall and Winter test scores and grade level to non-participants, and then used the products between the Winter and Spring tests. The Fast ForWord participants out-performed the students in the comparison group.



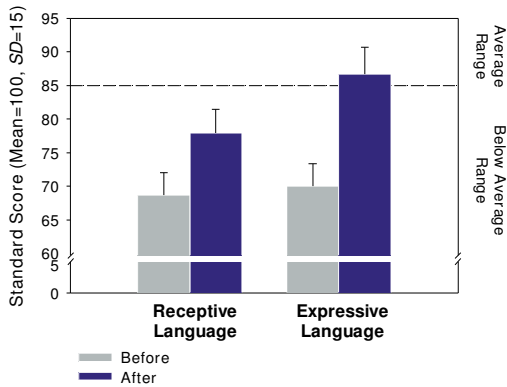
St. Mary Parish School System, LA
The percentage of proficient students increased from 23% to 36%

The St. Mary Parish School System is a rural district in southern Louisiana. The district started using the Fast ForWord products during the 2006-2007 school year with seven elementary schools that were in Academic Assistance, a designation for schools that fail to improve sufficiently. At the start of the 2008-2009 school year, for the first time in years, no schools in the district were rated “Academically Unacceptable”. The graph shows the improved achievement of 4th graders on the LEAP, Louisiana’s state assessment.



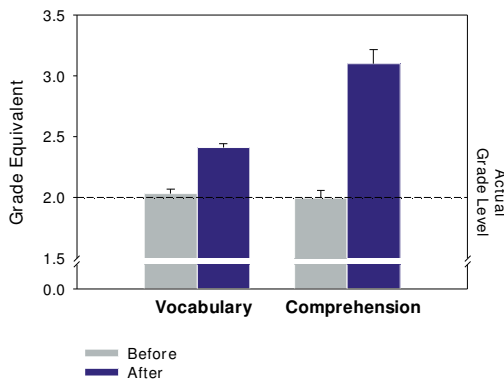
Everett Public Schools, MA
The percentage of proficient students increased from 23% to 36%

The Everett Public Schools, a small urban district in Massachusetts, has a high number of students who are English language learners (54%) and/or economically disadvantaged (64%). During the 2007 – 2008 school year, 581 students in fifth through eighth grade used the Fast ForWord products and were evaluated before and after participation on the MCAS, Massachusetts’ state assessment. The students made significant improvements with the number achieving Proficient levels increasing from 23% to 36%.



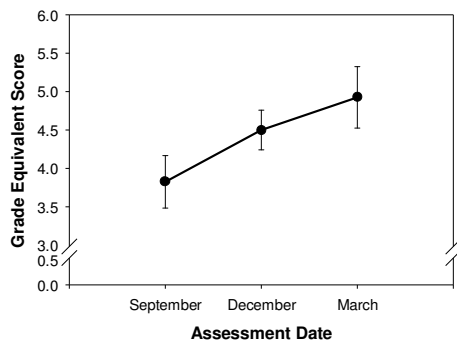
Buffalo Hearing and Speech Center, NY
Students Gain 2 Years and 7 Months in Language Age

Middle and high school students with emotional or behavioral difficulties who were receiving language intervention services from the Buffalo Hearing and Speech Center, participated in this study. On average, after Fast ForWord use, students made significant gains in language skills as measured by the CELF-3. In two months, the students' average language age increased from 8 years, 9 months to 11 years, 4 months.



Niagara Falls City School District, NY
Students improve reading skills by one year

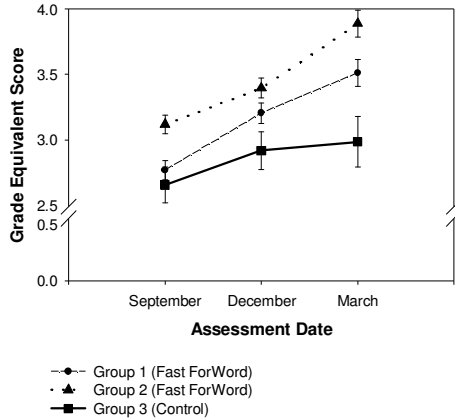
A group of students who used the Fast ForWord products significantly improved their reading skills as measured by the Group Reading Assessment and Diagnostic Evaluation (GRADE). Students made significant gains on both subtests, with Comprehension scores improving more than Vocabulary scores, and the Total Reading score, a composite of both the Vocabulary and Comprehension subtests, increasing by an average of one year in the five months between test administrations.



School District of Philadelphia, PA
Middle School Students Achieve Gains of 13 Months in Reading Skills After Fast ForWord Product Use

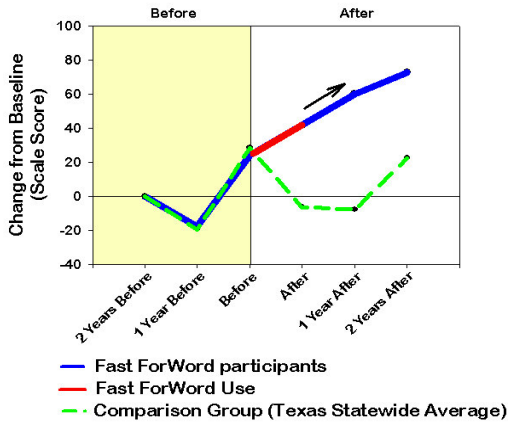
Study participants were students from George C. Thomas Middle School in the School District of Philadelphia who used the Fast ForWord products during the 2003 – 2004 school year. On average, students were reading nearly two years below grade-level. In the six months between test administrations (September to March), students used the Fast ForWord products and, on average, improved their reading performance by thirteen months -- a particularly impressive gain when taking into account their history of slow improvement.

School District of Philadelphia, PA
Fast ForWord users outperform comparison group, gain 9 months in reading skills.

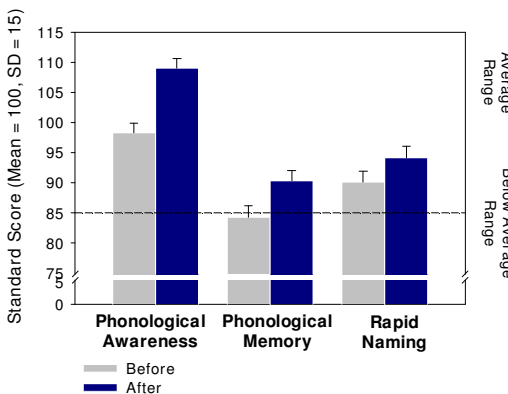


A group of second through eighth grade students from the School District of Philadelphia used Fast ForWord products during the 2003-2004 school year. Students were divided into one of three groups: Groups 1 and 2 used Fast ForWord products and Group 3 served as a comparison group. Students were evaluated with the Gates-MacGinitie Reading Test. Many students were reading two or more years behind their grade-level before Fast ForWord participation. Six months later, after Fast ForWord use, the group had statistically significant improvements of nine months in reading grade-level. This improvement was significantly greater than that of the comparison group.

Dallas Independent School District, TX
Four year longitudinal study shows improved TAKS scores – achievement gap decreased by 25%

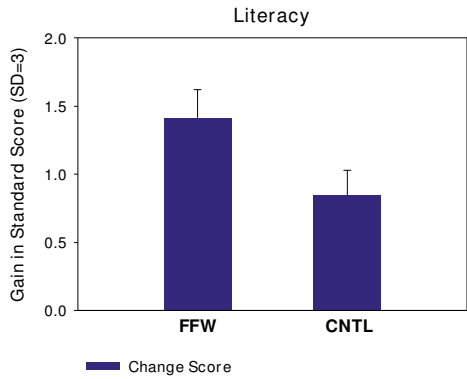


High school students in the Dallas Independent School District used the Fast ForWord products. During the three test administrations prior to Fast ForWord use, participants' TAKS Reading scores moved in the same manner as their peers' scores, statewide. After using the Fast ForWord products, the students made significant improvements in their TAKS scores. The Fast ForWord participants initially had an achievement gap of approximately 200 points. After participation, the average decrease in the gap for the 544 students was 25%.



Tumwater School District 33, WA
Phonological processing skills improve by an average of 16 percentile points

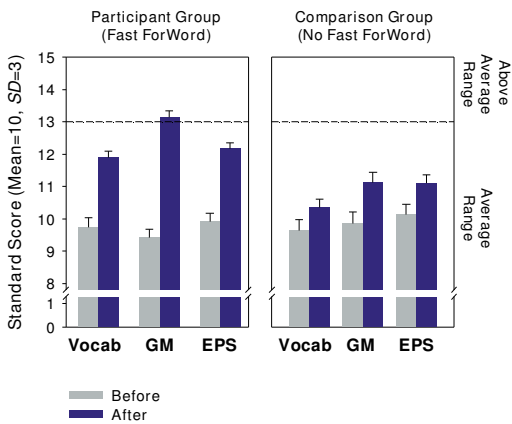
Kindergarten through sixth grade students improved their phonological processing skills significantly, as measured by three subtests of the CTOPP. The greatest improvements were seen on the Phonological Awareness subtest; scores increased from the 45th percentile to the 73rd percentile.



Western Australia

Fast ForWord Participants Outperform Comparison Group

Four public primary schools in Western Australia evaluated the effectiveness of Fast ForWord products with a randomized control trial using a comparison group. Students with academic difficulties who had been randomly assigned to use Fast ForWord products (FFW) made significantly greater improvements in their language and literacy skills than the comparison group (CNTL) who remained in the standard curriculum.



School District 16, New Brunswick, Canada

Fast ForWord students improve from the 45th to the 81st percentile

Second grade students who used Fast ForWord products significantly outperformed a comparison group on the Test of Auditory Comprehension of Language-Third Edition (TACL-3), a test of early reading skills. For the Fast ForWord group, average gain across subtests was nearly one standard deviation resulting in Fast ForWord users improving their overall language score from the 45th to the 81st percentile.