

Students in Western Australia Improve Language and Literacy Skills

Implementation Objectives

This study used a randomized control trial experimental design to evaluate the effectiveness of using Fast ForWord products to improve the performance of Western Australian primary school students with difficulties in language, literacy, auditory processing, attention, and/or behavior. The study participants were 144 students attending four public primary schools in a metropolitan area of Western Australia. Half of the students were randomly assigned to use Fast ForWord products during the study period, while the other half remained in their schools' standard curricula.

Methodology

Before and after Fast ForWord participation, students' language and literacy skills were assessed with the Clinical Evaluation of Language Fundamentals – Fourth Edition – Australian Standardized Edition (CELF-4) and the Queensland University Inventory of Literacy (QUIL).

Testing was conducted by Speech Pathology and Occupational Therapy students who were trained in the assessment process by qualified Speech Pathologists. The test administrators were blind to the students' group assignment.

Lab supervisors were trained in:

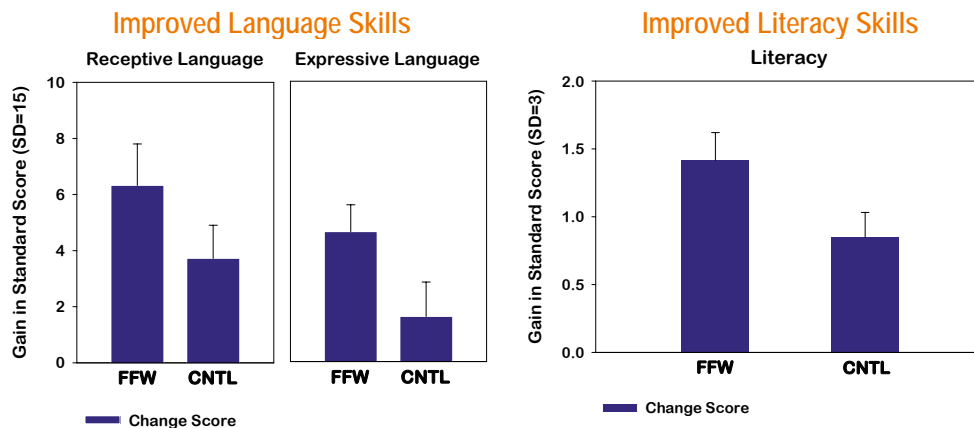
- Current neuroscience findings on how language and reading development are impacted by phonemic awareness and the acoustic properties of speech
- Effective implementation techniques
- Monitoring student performance

Schedule of Use

Students were scheduled to participate for 48 or 50 minutes per day, 5 days per week, for 8 to 12 weeks. On average, students completed 63% of the Fast ForWord Language product content in 29 days of use, or 70% of the Fast ForWord Middle & High School product in 24 days of use, and/or 47% of the ForWord Language to Reading product in 18 days of use.

Assessment Results

The CELF-4 measures a student's overall oral language ability, including both the receptive and expressive modalities. The QUIL is a measure of phonological awareness, spelling, and decoding skills as they pertain to literacy.



On average, students who were randomly assigned to the Fast ForWord group (FFW) made significantly greater gains in language and literacy skills across the study period than students who were randomly assigned to the comparison group (CNTL).

Educational Gains

The results of this study demonstrate that using Fast ForWord products strengthens foundational language and reading skills, better positioning students to partake in the classroom curriculum.

Students achieved significant gains in:

- Receptive and Expressive Language Skills
- Literacy skills (Phonological Awareness, Spelling, and Decoding)



Program Study Statistics

Number of Students:
144 students

Age:
5 to 14 years

Products Used:
Fast ForWord Language,
Fast ForWord Language to Reading,
Fast ForWord Middle & High School

Assessment tools used:
Clinical Evaluation of Language
Fundamentals – 4th Edition –
Australian Standardized Edition
(CELF-4)

Queensland University Inventory of
Literacy (QUIL).

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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