

# Students in Bermuda improved expressive language skills from the 13<sup>th</sup> to the 33<sup>rd</sup> percentile

## Implementation Objectives

BerCon Ltd., a leading educational consulting firm in Bermuda, was interested in evaluating the Fast ForWord products. Using a case study design, they assessed the early reading and language skills of students before and after participation on the Fast ForWord products. Study participants were struggling students, 8-16 years of age, who used Fast ForWord products. The products were provided by BerCon Ltd. to various schools and educational centers throughout Bermuda.

## Methodology

School personnel tested the students' language skills at the beginning and end of the study using the Clinical Evaluation of Language Fundamentals-Third Edition (CELF-3). School personnel administered the assessment.

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
- 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

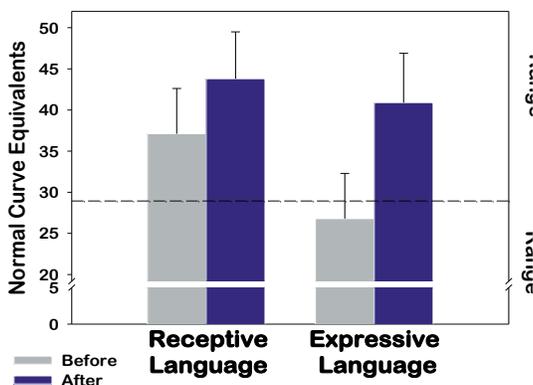
## Schedule of Use

Students participated in the 30-, 48- and 50-Minute protocols which call for students to use the products 30, 48 or 50 minutes per day, five days per week for six to twelve weeks. Most of the students used either the Fast ForWord Language product or the Fast ForWord Literacy product, and followed up with either the Fast ForWord Literacy Advanced or Fast ForWord Reading Level 2 product. On average, the students used Fast ForWord products for 50 days over the course of six months.

## Assessment Results

The CELF is a comprehensive language test widely used to measure a student's ability to understand words and sentences, follow directions, recall and formulate sentences, and understand relationships between words and categories. Performance on this test can be reported in terms of two composite scores: the *Receptive Language Score*, and the *Expressive Language Score*.

### Improved Early Reading Skills



Fast ForWord participants improved their early reading and language skills with significant improvements in both receptive and expressive language skills. Before Fast ForWord participation, the group's receptive language skills were at the 27<sup>th</sup> percentile; after participation, the group's skills had significantly improved and were at the 38<sup>th</sup> percentile. Expressive language skills were initially at the 13<sup>th</sup> percentile, improving to the 33<sup>rd</sup> percentile, after Fast ForWord products participation.

## Educational Gains

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

Students achieved significant gains in early reading and language skills.



## Program Study Statistics

### School year:

2006 – 2007  
2007 – 2008

### Number of Students:

16 students

### Grade Level:

Second through Eleventh grades

### Products Used:

Fast ForWord Language  
Fast ForWord Literacy  
Fast ForWord Literacy Advanced  
Fast ForWord Reading Level 2

### Assessment tool used:

Clinical Evaluation of Language Fundamentals-Third Edition (CELF-3).

### School Structure:

Urban

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](http://www.scilearn.com/resultsreports)

### Contact us for more information:

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