

Students in the Philippines improved their phonological awareness and memory skills following Fast ForWord participation

Implementation Objectives

The i-Thinkers center of Makati City, Philippines, was interested in evaluating the effectiveness of the Fast ForWord products for improving the auditory discrimination and phonological processing skills of its students. Most of the students had a learning disability with classifications ranging from attention deficit / hyperactivity disorder to autism spectrum disorders.

Methodology

School personnel tested the students' auditory discrimination and phonological processing skills before and after Fast ForWord participation using the Goldman-Fristoe-Woodcock Test of Auditory Discrimination (GFW) and the Comprehensive Test of Phonological Processing (CTOPP). 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

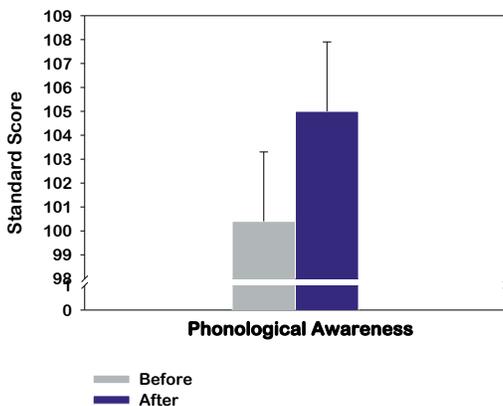
Schedule of Use

Students used the 48- and 50-Minute protocols for the Fast ForWord products, which call for students to use the product for 48 or 50 minutes a day, five days per week for eight to twelve weeks. Most students used the Fast ForWord Language product followed by the Fast ForWord Language to Reading product for an average of 49 days during a three-month period.

Assessment Results

The GFW is a screening measure of a student's ability to discriminate between speech sound in quiet and noisy situations. 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.

Improved Phonological Awareness Skills



According to the CTOPP, the students' phonological processing skills were initially in the average range. After using the Fast ForWord products, two areas (phonological awareness and phonological memory) moved significantly higher within the average range. For Phonological Awareness, scores improved from 100.4 to 105.8 on the CTOPP which corresponds to an improvement from the 51st percentile to the 65th. For Phonological Memory, scores improved from 95.5 to 106.4 on the CTOPP which corresponds to an improvement from the 38th percentile to the 67th.

Although the students' phonological processing skills were in the average range, results from the GFW indicated that the

students were initially weaker at discriminating between sounds common to the English language. After using the products, the students' ability to discriminate between sounds in a quiet environment improved into the average range, increasing on average from the 30th to the 46th percentile.

Educational Gains

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

Students achieved significant gains in auditory discrimination and phonological processing skills.



Program Study Statistics

Number of Students:

16 students

Grade:

First through Seventh Grade

Product Used:

Fast ForWord Language
Fast ForWord Language to Reading

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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