

Personalized Language and Reading Intervention for Learners with Dyslexia



Approximately 1 in 10 students in the United States has dyslexia, a primarily auditory disorder with weaknesses appearing specifically in phonological processing. While most dyslexia interventions are designed to help learners compensate for these difficulties, Fast ForWord is different. It is the only program that provides personalized instruction that permanently fixes phonological processing weaknesses and improves students' overall memory, attention, processing, and sequencing (MAPS) skills.

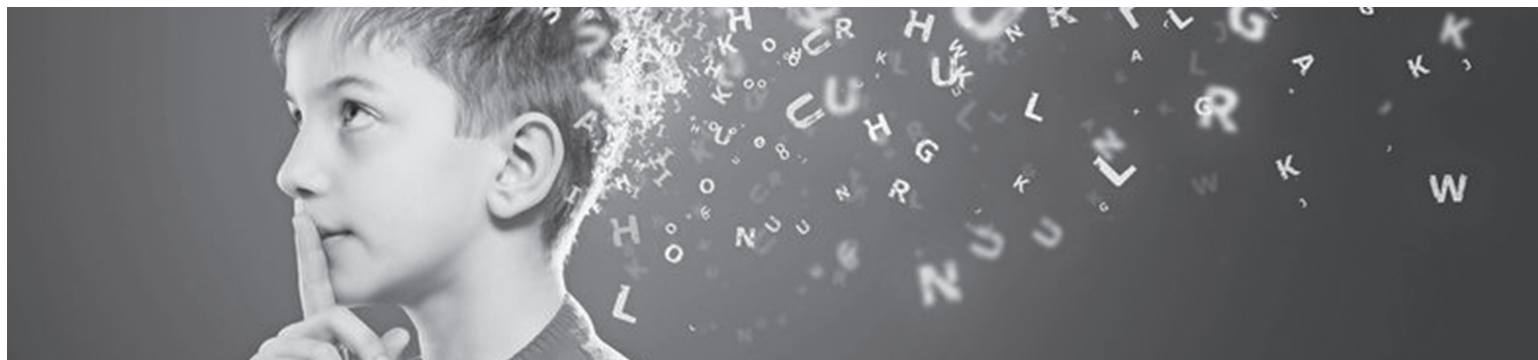
Fix Processing Weaknesses Fast: 3-Step Cumulative Intervention Model

- Step 1: Prepare**
Fast ForWord prepares the brain for reading by improving the underlying phonological processing skills that result in dyslexia.
- Step 2: Practice**
Fast ForWord provides more intensive practice than any other intervention program – 5x the amount of practice to be exact!
- Step 3: Reinforce**
Fast ForWord uses speech verification software to listen as students read texts aloud and provide corrective real-time guided reading reinforcement.

Results You Can See

- ✓ Improved phonological processing skills
- ✓ Improved sound-symbol association and syllable structure recognition
- ✓ Improved morphology, syntax, and semantics
- ✓ Improved reading comprehension, fluency, and prosody
- ✓ Improved sight word recognition, vocabulary, and grammar

Strong Evidence of Effectiveness for Dyslexia Intervention



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

8 weeks of remediation that 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.

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

fMRI shows cortical activation of children with dyslexia is enhanced in key reading regions of the brain

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

[Read Abstract >](#)

Case Study: Rolla, MO Public Schools

After implementing the Fast ForWord program, K-3 students with dyslexia have achieved measurable improvements in a wide range of language, cognitive, and reading skills. In addition, diverse learners in grades K-3 who have participated in the Fast ForWord program have made improvements as well.

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