

Students with Autism Spectrum Disorder who used Fast ForWord® Products Show Improved Language and Listening Skills

Scientific Learning Research Briefings: 11(12a)

Study Objectives

This study investigated the impact of Fast ForWord use on the language and listening skills of students with autism spectrum disorder (ASD)¹. The study used an observational, single-group design, evaluating participants' performance on nationally-normed tests that were administered before and after Fast ForWord use.

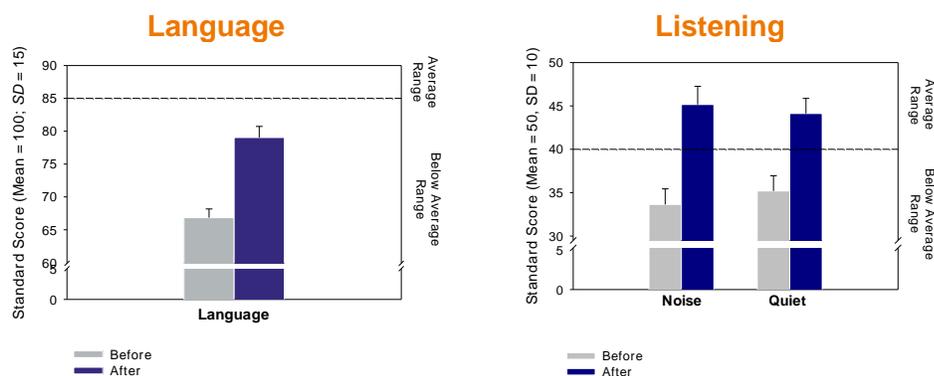
Methodology

Study participants were students with ASD who used the Fast ForWord products in a school or clinic setting. All 128 study participants had their language skills assessed with either the Clinical Evaluation of Language Fundamentals-Third Edition (CELF-3) or the Test of Language Development (TOLD). Of these students, 47 also had their listening skills assessed with the Goldman-Fristoe-Woodcock Test of Auditory Discrimination (GFW). The GFW has two subtests to evaluate listening in both noisy and quiet contexts. School or clinic staff administered all assessments, and reported standard scores for analysis.

Assessment Results

On average, the students made statistically significant gains ($p < 0.001$) on all of the measures described above. Initially, the group mean for language skills fell well below the average range. After Fast ForWord use, the group mean for language increased by 0.8 standard deviations, moving the students from the 1st to the 8th percentile.

Likewise, before Fast ForWord use, the group's listening scores fell below the average range. After Fast ForWord use, the group mean for listening in noise increased by 1.2 standard deviations, moving the students from the 5th to the 31st percentile. The group mean for listening in quiet increased by 0.9 standard deviations, moving the students from the 6th to the 27th percentile. In fact, after using the Fast ForWord program, the group mean was in the average range on both listening measures.



Educational Gains

The results found in this study support the results of other studies conducted with a variety of student populations, demonstrating that using the Fast ForWord products strengthens foundational skills such as language and listening, better positioning students to partake in the classroom curriculum.

Students with autism spectrum disorder (ASD) improved their language and listening skills.

¹ Different diagnostic categories were in use at the time this data was collected; however, all study participants would currently qualify for a diagnosis of autism spectrum disorder as described in the American Psychiatric Association's *Diagnostic and Statistical Manual, Version 5*.



Study Overview

Research Sites:

Multiple schools and clinics

Number of Students:

128 students

Products Used:

Fast ForWord Language
Fast ForWord Language to Reading

Assessment Tools Used:

Clinical Evaluation of Language Fundamentals-Third Edition (CELF-3)
Test of Language Development (TOLD)
Goldman-Fristoe-Woodcock Test of Auditory Discrimination (GFW)

For other reports showing significant academic gains following use of Scientific Learning products go to: www.scilearn.com/results

Contact Us to Learn More:
Phone: 1-888-282-7401 (US & Canada)
Email: info@scilearn.com
www.scientificlearning.com

