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MySciLEARN Provider Training Guide

This guide provides a step-by-step guide to completing training on Fast ForWord and Reading Assistant products within MySciLEARN. Some resources mentioned are both for school implementations and independent providers. Keep in mind that the terms “school, district and classroom” are interchangeable with “organization” or “site” and that “students” apply to “participants, learners and clients.”

Follow the steps below to get started!

What do you need?

- Training login email: privateprovider@ymail.com
  Training login password: FFprovider1
- Connection to www.myscilearn.com
- Computer with Internet connection + sound/speakers

What does the training consist of?

Training takes approximately 1.5-2 hours. You will watch a recorded webinar within the SciLEARNU tab of MySciLEARN. It can be accessed in one of two ways:

1. Login at www.myscilearn.com using the training login email and password above.
2. Click the Fast ForWord Provider Training: Recorded Session link from the home page OR
3. Click SciLEARNU
4. Click Events
5. Click Fast ForWord Provider Training: Recorded Session
Watch the recorded session. The information follows the progression of the presentation.

Resources on Science and Results
To read more about the science behind Fast ForWord and how they were developed, click here to go to the “About the Science” section in SciLEARNU.

Results: www.scilearn.com/results

Product Pricing

<table>
<thead>
<tr>
<th>Language/Literacy Series</th>
<th>Skills</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Language v2</td>
<td>Develops listening accuracy, phonological awareness, and language structures and moves elementary students who are reading below grade level toward grade level reading skills.</td>
<td></td>
</tr>
<tr>
<td>• Language to Reading v2</td>
<td>Emphasizes the link between spoken and written language to guide young students to become proficient grade level readers.</td>
<td></td>
</tr>
<tr>
<td><strong>Secondary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Literacy</td>
<td>Focuses on listening accuracy and improving phonological awareness and language structures. Moves middle and high school students who are reading below grade level toward grade level reading skills.</td>
<td></td>
</tr>
<tr>
<td>• Literacy Advanced</td>
<td>Designed to appeal to preteens and teenagers while strengthening their processing efficiency, so they can establish a foundation for learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Series</strong></td>
<td></td>
<td>$700 per participant</td>
</tr>
<tr>
<td>• Reading Readiness</td>
<td>Builds pre-reading skills, with a focus on letter recognition and naming, phonological awareness, and letter-sound associations.</td>
<td></td>
</tr>
<tr>
<td>• Reading Level 1</td>
<td>Builds critical early reading skills, with an emphasis on phonemic awareness, early decoding skills, vocabulary knowledge and skills, and motivation for reading.</td>
<td></td>
</tr>
<tr>
<td>• Reading Level 2</td>
<td>Consolidates early reading skills, with a focus on applying phonics and decoding strategies, improving word recognition, and understanding the rules for reading comprehension.</td>
<td></td>
</tr>
<tr>
<td>• Reading Level 3</td>
<td>Builds on the Fast ForWord Reading Level 2 product by concentrating on reading knowledge and fluency, with a focus on phonology and spelling, morphological properties and complexity, syntactic complexity, vocabulary and comprehension.</td>
<td></td>
</tr>
<tr>
<td>• Reading Level 4</td>
<td>Builds reading skills in school by applying knowledge of word origins, word forms, sentence structures, and punctuation rules to improve comprehension.</td>
<td></td>
</tr>
<tr>
<td>• Reading Level 5</td>
<td>Appropriate for students in upper elementary, middle and high school. It concentrates on enhancing advanced reading comprehension skills and expanding vocabulary skills.</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Assistant</strong></td>
<td>Combines speech recognition technology with courseware to help learners strengthen fluency, vocabulary and comprehension to become proficient life-long readers.</td>
<td>$175 per participant</td>
</tr>
</tbody>
</table>

Bulk Pricing is also available. Contact Heather Myers using the contact information at the end of this document.

Refund Policy
You may request a refund within 5 days of purchase. See the policy here.
Protocols
To receive the full benefit of the Fast ForWord products, follow one of these protocols.

<table>
<thead>
<tr>
<th>Daily</th>
<th>Days/week</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes each day</td>
<td>Five days a week</td>
<td>12-16 weeks</td>
</tr>
<tr>
<td>40 minutes each day</td>
<td>Five days a week</td>
<td>9-13 weeks</td>
</tr>
<tr>
<td>50 minutes each day</td>
<td>Five days a week</td>
<td>6-10 weeks</td>
</tr>
<tr>
<td>90 minutes each day</td>
<td>Five days a week</td>
<td>4-7 weeks</td>
</tr>
</tbody>
</table>

*Fast ForWord Reading Readiness follows only a 30-minute protocol.

Choosing Participants
Clinical profiles that are usually appropriate for Fast ForWord products include:

Students who have difficulty with:
- Expressive and receptive language
- Phonemic awareness and decoding
- Reading fluency
- Reading comprehension

And/or diagnoses of:
- Central Auditory Processing Disorder
- Language impairment
- Dyslexia
- Learning Disability
- Autism (in some cases)

And/or history of:
- Otitis media (ear infections)
- Family difficulty with reading and/or "late talkers"
- Speech problems

We recommend that all elementary students begin on Fast ForWord Language v2 and all middle/high students begin on Fast ForWord Literacy regardless of diagnosis or history.

Assessment
Although assessment tests are not required for use with any of the Fast ForWord® family of products, participants scoring below the norm on one or more of the following tests are usually considered appropriate for the cognitive training exercises that Fast ForWord products deliver:

Clinical Evaluation of Language Fundamentals (CELF-4)
(Available through Psychological Corp.)
Ages: 6 to 21-11
The CELF-4 measures a wide range of receptive and expressive language skills, including the child's ability to understand spoken words and sentences, follow directions, recall and formulate sentences, and understand relationships between words and categories. Performance on this test indicates a child's abilities in everyday listening and speaking.

The Test of Language Development, Primary (TOLD-P:3)
(Available through ProEd: 1-800-897-3202)
Ages: 4-0 to 7-11
The TOLD-P:3 measures a child's ability to understand word meanings and the relationships between words, to give simple definitions, and to understand sentences, imitate spoken sentences, and complete sentences. Overall performance is indicated by a composite score, called the Spoken Language Quotient, which reflects a child's listening, organizing, speaking, vocabulary, and grammar skills.

The Test of Language Development, Intermediate (TOLD-I:3)  
(Available through ProEd: 1-800-897-3202)  
Ages: 8-0 to 11-11  
The TOLD-I:3 measures a child's ability to combine sentences, understand word meanings, create appropriate sentence structures, make generalizations, and identify incorrect grammar. Overall performance is indicated by the Spoken Language Quotient, which reflects a composite of the child's listening, speaking, vocabulary, and grammar skills.

Test of Auditory Comprehension and Language (TACL)  
(Available through ProEd: 1-800-897-3202)  
Ages: 3-0 to 9-11  
The TACL measures a child's auditory comprehension skills, including word classes and relations, grammatical morphemes, and elaborated sentences.

Oral and Written Language Scales (OWLS)  
(Available through American Guidance Services)  
Ages 3-0 to 21-11  
The OWLS test measures receptive and expressive language skills for children and young adults. The Listening Comprehension Scale provides a measure of receptive language in which the participant responds by pointing to or calling out the number of a picture. The Oral Expression Scale measures expressive language in which the participant either answers a question, completes a sentence, or generates one or more sentences.

The Goldman Fristoe Woodcock Test of Auditory Discrimination (GFW)  
(Available through American Guidance Services)  
Ages: 3-8 to 70+  
The GFW measures a child's ability to distinguish words that sound alike (such as rake and lake or cat and cap) in both quiet and noisy situations.

Preschool Language Scale-4 (PLS-4)  
(Available through Psychological Corp.)  
Ages: 2 wks. to 6 yrs.-11 months  
The PLS-3 assesses receptive and expressive language skills, attention abilities, social communication, and vocal development in infants and young children. Performance on this test indicates a child's auditory comprehension (attention, semantics, structure, and integrative thinking) and expressive communication (vocal development, social communication, semantics, structure, and integrative thinking).

Token Test for Children  
(Available through ProEd: 1-800-897-3202)  
Ages: 3-0 to 12-5  
The Token Test for children measures a child's ability to follow spoken directions. The directions range from simple commands ("Touch the red circle") to more complex procedures involving multiple steps ("Put the white square behind the yellow circle"). Performance on this test indicates a child's ability to comprehend, remember, and execute directions.

Other Assessments  
Other assessments that address the foundational skills of reading (i.e., nonsense word reading, rapid naming, phonemic awareness, etc.) are often also appropriate.

Questions about who is appropriate?  
Join the Fast ForWord Provider Yahoo! Groups.  
See directions for joining at the end of this document.
MySciLEARN (www.myscilearn.com)
MySciLEARN provides you with an online control panel for managing all participant information, accessing provider resources, attending webinars, and much more. Complete these activities from your training and refer to this guide when you are working with your first participants.

Exercise Demos
Exercise demos are a great way to preview products for potential clients, in addition to teaching participants how to use the individual exercises. Please see the steps below for instructions on how to access the demos.

1. In MySciLEARN, click the Manage Tab, and then click the Exercise Demos button.
2. Using your mouse, hover over one of the exercises in the product you want to demo. Select a starting point for that exercise by clicking either Early Levels or Late Levels. You can also select the option to hear the exercise introduction in either English or Spanish.
3. The exercise selection will open in a new Internet browser window. Click the exercise to begin the demo.
   - The exercises demo timer is set to 20 minutes per exercise.
   - To exit an exercise demo, press and hold down Ctrl and then press =

NOTE: To exit an exercise, press Ctrl =
Adding Participants and Disabling Auto Assign and RPI

Add a Participant
After you purchased a MySciLEARN license, it will be time to create a participant.

Please follow the steps below to complete this task.
1. In MySciLEARN, click the Manage Tab.
2. Click the Students tab.
3. Click the +New Student button.
4. Enter a participant’s information, and then click Save.

Note: Your participants will use the Username and Password created here to log in to MySciLEARN. The student will now appear on the Search Students page.
Assign a Product to a Participant
Now you will want to assign one of the Fast ForWord products to your participant.

1. On the Students page, click the first or last name of the participant you would like to assign a product.

2. Click the +New Assignment button.
3. Select the Product, Protocol, and Introduction Language, and then click Assign.

The assignment will now appear in the Assignments section of the Student Profile screen.

Missing the +New Assignment button?
There are two reasons why the +New Assignment button may not appear.

Reason 1: Auto Assign is turned on. If Auto Assign is turned on, you cannot manually assign products. Turn this setting off, then the +New Assignment button will display.

Reason 2: No license is available for assignment. This may mean your order is still currently processing or you do not have licenses available to assign a product to a participant.
Now that you have created a participant and assigned the product, it is a good time to assign your participant to a group.

Assign a Participant to a Group
1. From the Student Profile screen, click the +Add to Group.

2. Type the name of a group in the New Group Name field OR if you have already created a group, select a group from the drop-down box, and then click the Put Student in Group button.
The group assigned to the participant will now display in the **Groups** section on the Student Profile screen.
Turn off Reading Progress Indicator (RPI) and Auto Assign
After you have started your first participant, you will want to disable certain features that are not appropriate for private providers.

MySciLEARN is equipped with a Reading Progress Indicator (RPI) and an Auto Assign option. Reading Progress Indicator may provide inaccurate results in small implementations and Auto Assign removes the ability to assign desired products by automatically assigning products to your participants.

1. In MySciLEARN, click the Manage Tab.
2. Click the Schools tab.
3. Click the Change Settings.

4. Select Do Not use Reading Progress Indicator assessments, and then click Save.
Turning Exercise Demos On/Off for Participants
You have the option of allowing your participants to view the exercise demos or not. You will see these icons next to each student’s name. To turn demos on and off, simply click the “D” for demos. The “A” (Auto Assign) and “R” (RPI) should always be grayed out for participants working with a private provider.

Starting a Participant
When you are ready to begin a participant on Fast ForWord or Reading Assistant, these helpful guidelines will make getting started easy!

Learner Access
Once you have purchased the license and enrolled the participant, he/she will be ready to begin using MySciLEARN. Please review the steps below to instruct your new participant on how to access the product.
2. Click the Go to Student Login button.
The participant will need to enter your organization’s name. After typing all or part of your organization name, a list of organizations will appear.

3. The participant selects your organization from the list, and then clicks the **Continue** button.

4. The participant enters the username you created, and then clicks **Continue**.

5. Then the participant will enter the password, and then click the **Log In** button.
6. The participant clicks the **Start** button for the exercise.

![SciLEARN Student Exercises](image1)

7. The participant selects an exercise from the selection page.
   - The participant will have a set number of available exercises based on the protocol time set for the student.
   - After the student completes an exercise, the exercise selection page will appear again until the participant has completed all the protocol time for that day.

![Selection Page](image2)

**Stopping a Participant**

When a participant is ready to move to his/her next product or you wish to end the student’s access, you will click on the participant’s name and click “stop” next to the product listed under Assignment.
Monitoring Progress

MySciLEARN Results Tab
MySciLEARN Results provides a variety of individual and group reports to demonstrate participants’ immediate success working on the products and the gains they are demonstrating over time.

Your Main Goal: Completion.
The single most important goal for participants in Fast ForWord products is to reach completion. The best way to ensure this is to monitor progress daily and respond immediately to learners who need your help!

The Implementation Success Report is the first report you see on MySciLEARN Results. Viewing it daily keeps you on top of the progress of all your participants. The report provides scores indicating the likely impact on student achievement.

Interpreting MySciLEARN Reports

<table>
<thead>
<tr>
<th>Overall Implementation</th>
<th>Overall average of a school or group performance.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Completion Rate*</th>
<th>Percentage of the Fast ForWord product completion goal met by the participant(s) for the selected time period.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Compares the number of days the participants met the minimum daily attendance requirement to the expected weekly attendance (5 days).</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Participation</th>
<th>Compares the actual participation time each day that the participants worked to that day’s protocol (e.g., 22 out of 30 minutes=73%).</th>
</tr>
</thead>
</table>

Good: 70%+
Fair: 50% - 69%
Poor: Less than 50%

Good: 65%+
Fair: 20-64%
Poor: Less than 20%

Good: 80%+
Fair: 60% - 80%
Poor: Less than 60%

Good: 95%+
Low: 80% - 95%
Needs improvement: Less than 80%

*On occasion, the actual complete rate score for a school or district may exceed 100%. MySciLEARN will show a score of up to 200% to reflect the exceptional progress of schools or districts that made gains beyond their completion rate goal.

Alerts and Status Messages
Within MySciLEARN Results, you will see alert messages that may indicate the need for action on your part.

Switch
The participant is progressing well, but to be continually challenged, the participant would benefit from moving to the next product. There is sufficient overlap between the products such that the participant’s weaker skills will continue to be developed while the stronger skills will be taken to new levels. Consider your schedule and make sure the participant has at least three weeks or 15 days to work on the next product.
**Complete**
The participant has mastered most of the material available in this product. Promote to the next product or return to a classroom environment that allows them to practice the newly acquired skills.

**Intervene**
The participant is not progressing as well as desired in one or more of the exercises. He or she might be having difficulty with the exercises conceptually, with the content, or with motivation. Click the link for exercise-specific intervention strategies.

**Good Progress: An Upward Trend**
Participant completion rates should show an upward trend like the one pictured here.

**Progress Tracker**
This online progress monitoring tool supplements the reports in MySciLEARN. You will be able to access Progress Tracker after you have purchased your first participant license. In your "Welcome to MySciLEARN" purchase confirmation e-mail, you will see an Organization ID and Activation Code. You will use this information to log into Progress Tracker for the first time.

- Go to gateway.scilearn.com
- Click the link Register now
- Complete the registration form

Providers may be associated with more than one organization, (e.g. multiple sites, working with a school or hospital, etc.). If you have multiple organizations, you will need a unique email address for each one. If you have any questions about which Org ID to use when purchasing products, please contact Support prior to purchasing.
Interventions: Respond Immediately!
There are many resources available to assist you when your participants need help on the products. "Intervene" alerts mean that the participant is not progressing as would be expected, compared to other participants of the same age and demographic. Here are steps to assist the participant in moving forward!

1. **Identify the source of the problem**
   Analyze reports for participation levels, use Y-adapter and headphones to listen in on sessions if you can, and ask learners questions to assess their understanding.

2. **Focus on improving accuracy**
   When working with participants, point out the areas of the screen that track accuracy and completion. Seeing how accuracy leads to faster progress and higher scores can be very motivating!

3. **Use the Exercise Demos**
   The demos can be used again to teach concepts and strategies when needed. The demos enable participants to practice without interfering with the actual timed and scored exercise.

4. **MySciLEARN Interventions**
   Click on the alert alongside a participant's name on the Implementation Success Report to find suggested interventions.

5. **Error Reports**
   Participant errors are available for download as well. Use this data to target individual problem areas.

6. **Keep an intervention log to track your activities**
   An intervention log allows you to assess the effectiveness of your intervention. In your log, note the date of the intervention, the exercises you worked on and the intervention you tried.

**Working With Parents**
In the Parents Section of our website under How to Choose a Provider, we offer parents a list of "Questions to Ask" when shopping for a Scientific Learning Provider. Review these questions and be prepared with answers. We recommend you cover the following areas when representing yourself:

**Talk about Yourself!**
Share information about your experience with Scientific Learning products, including the number of learners you have worked with, how long you have been a provider and the results you have seen. Let parents know if you have a background in specific learning problems that relate to their child (i.e. individuals with dyslexia, CAPD, or autism).

**Review Technical Requirements**
As a Provider, it is your responsibility to make sure your clients know the technical requirements prior to purchasing products.

**Services and Fee Structure**
Provide parents with information about fees, the services offered (testing, therapy), type of interaction you will have with the family (meetings, e-mail updates, phone consultations), frequency of interactions, etc. Be able to answer the question, "What am I paying for and why?"
Discuss how and when you will determine which product is right for their child (pre- and post-testing, demos, and other forms of assessment), and whether or not you accept tests that were administered by another professional or school.

Scientific Learning recommends contact with families at least once a week to discuss the learner's progress.

**Parent Meetings**
Whether one-on-one or in a group setting, parent meetings are one of the best ways to let parents know more about how Scientific Learning products can benefit their children.

Refer to the Parent Meeting Presentation. This PowerPoint presentation can serve as a template for you to modify with your professional information and allow you to walk parents through the Scientific Learning family of products. It even comes with a script for each slide.

**Establish a Commitment**
In the initial stages of discussing the products with parents, make clear the level of commitment for the parent and child. If coaches are working with your learners during participation, make sure parents are aware of this, and explain the coach's role. You may also want to provide information about the coach's training and background.

Scientific Learning recommends creating a parent/provider contract that outlines expectations for both parties, including services rendered, fees, and product protocol.

**Next Steps**
In your meetings with the families, discuss next steps after the Scientific Learning product has been completed. Address how you will evaluate progress and determine whether the child should use the next Scientific Learning product or other therapy. Completion Certificates are available for you to download in the Resource Library on MySciLEARN.

**Establishing Fees**
As a new provider, you will have to determine how much to charge for your services. Many new providers keep a log of costs for their first five learners.

Think about what it costs in terms of your time and what you think it should take to get compensated for expenses.

Additional time considerations:
- Confirming computer specifications meet requirements
- Monitoring progress using Progress Tracker
- Communicating with the coach, parents, insurance company, child's school

Additional expenses may include:
- Phone/Internet charges
- Paper and printing
- Utilities
- Prizes/motivators
- Billing
- Marketing
- Certificates
- Additional employees

Calculate time and expenses, and then add the cost of the product(s).
Example fee structures include:

- Weekly fee, with an up-front payment that includes all one-time charges, including the initial meeting, the cost of the training product, and the final meeting.
- Fixed fee covering first 6 weeks, with reduced weekly rate for subsequent weeks.
- Up-front fee based on an 8-week product where the amount is paid in full, regardless of whether the learner finishes early or takes longer than 8 weeks to finish.
- Separate fee for pre- and post-testing, or roll assessments into the one-time fee.

Refer to the Fee Worksheet located in the Resource Library.

Flexible Medical Spending Accounts

An interesting alternative to full coverage from insurance companies are flexible medical spending plans offered by employers.

The provider's fees and the cost of the Scientific Learning products may be eligible for reimbursement through a flexible medical spending plan. The money placed into this account is pre-tax so the benefit amounts to a discount equal to your tax-rate. This is a great savings which could rival the benefits of your insurance when all your premiums and deductibles are added together.

Many employers offer Flexible Medical Spending Plans funded with pre-tax payroll deductions, that employees can use to cover medical-related expenses not covered under their health plans. Flexible Medical Spending Plans can be used to cover employees' health-related out-of-pocket expenses such as deductibles, medical fees in excess of the "standard rates" reimbursed by their plan, and costs for items not covered under their plan. The effect of such plans is to reduce the "real" costs of such expenditures by a discount equal to your tax rate. However, there are two possible issues to keep in mind;

1. Flexible Medical Spending Plans are usually set up for the following calendar year, and often, deductions must continue for the full year.
2. Perhaps more importantly, Flexible Medical Spending Plans are frequently a "use it or lose it" benefit, meaning that if the employee does not use all of the money withheld from their paycheck by a certain date, the money is no longer available.

Providers should mention the Flexible Medical Spending Plan to parents as early as possible, so that they have time to investigate all of their reimbursement options. Typically, a Flexible Medical Spending Plan can be established only during the annual "open enrollment" period for changing benefits. For many employers, this occurs in the fall.

Parents should contact their health plan administrator to see whether their employer offers a Flexible Medical Spending Plan option and to find out all of the rules governing the plan.
Options for Use: At Home (Off-site) or Onsite

The Scientific Learning products can be provided in your office, off-site (remote), or both. Because of the increased flexibility, many providers offer the Scientific Learning products off-site.

With the increased flexibility of off-site use, you can serve more children throughout the year. Learners using the Scientific Learning products during the school year may split their daily work into before- and after-school sessions or use the weekends. Also, off-site use has special appeal for Scientific Learning product graduates who will be using a second product and are experienced with product procedures.

If you are offering off-site sessions, discuss how you will support the family during participation. How often will you be in contact with them? Will you make off-site visits to help them get started at home or coach progress? Is the off-site computer compatible with Scientific Learning products?

As a provider, you must review the Technical Requirements located in SciLEARNU under Technical Specifications with your off-site customers to make sure their computers are compatible with Scientific Learning products.

It is the Provider's responsibility to:

- Explain the logon (MySciLEARN) process
- Check tech specs
- Confirm parent has an active internet connection
- Provide the URL to login to MySciLEARN www.myscilearn.com/learner
- Instruct parents to add support@scilearn.com to a list of accepted email addresses

Note: Outcomes are the same whether children work on Scientific Learning products on-site or off-site. Results of the CELF (Clinical Evaluation of Language Fundamentals) show that when learners adhere to the product protocol, on-site and off-site, results are the same.
Technical Set-Up: Requirements and the Ideal Environment

As a Provider, it is your responsibility to make sure your clients know the technical requirements prior to purchasing products. These can be found by clicking here and within MySciLEARN in the SciLEARNU tab by searching with the word “technical.”

Some general recommendations for you include:

- An Internet connection to train, administer learners and to access Progress Tracker
- One set of high-quality stereo headphones with padded headband and ear cups that completely cover the ear for Fast ForWord products and one set of stereo headphones with a microphone for Reading Assistant products for each learner
- One additional set of high-quality stereo headphones for each coach
- One stereo headphone Y-adapter (or Y-connector) for each computer, so a coach or parent can plug in and listen to what the learner hears
- A printer (for Progress Tracker reports, as needed.)
- A cordless telephone

Resources: SciLEARNU Resource Library

There are many resources for providers available on MySciLEARN in the SciLEARNU Resource Library. You will want to review these resources before you begin your first participant on Fast ForWord or Reading Assistant.

To find the provider-specific materials:
1. Go to www.myscilearn.com
2. Click SciLEARNU
3. Click Resource Library
4. Choose dropdown: Private Provider Resources
Getting the Word Out: Marketing Your Services
Scientific Learning provides resources to help make contacting parents and planning Scientific Learning product implementations simple!

List yourself as a provider on the Scientific Learning Web site.
To have a Web posting in our Parent section, you must be an active provider and have administered Scientific Learning products to at least four learners in the past two years. Once you’ve successfully run four learners through Scientific Learning programs, contact us at 888-358-0212 or support@scilearn.com to have your name added to our “Find a Provider” search for parents.

You may list yourself as an “off-site” provider on the Scientific Learning Web site specializing in home use.

For families who do not have Scientific Learning providers in their area, we have a list of experienced providers who work with off-site learners. To be included on the list, an off-site provider must meet the following criteria:

- Be willing and able to communicate exclusively via phone or email
- Have successfully implemented Scientific Learning products off-site with at least 15 learners in the past 2 years
- Be familiar with the technical requirements and offer Level 1 technical support for home sites
- Understand all features of Progress Tracker

If you meet the above criteria and would like to be added to the off-site provider list, please contact Support.

Publicize Your Business
The work you do is newsworthy! More than 3 million learners have benefited from Scientific Learning products. Newspapers across the world have written stories about professionals, schools and children who have benefited from these products.

When contacting your local newspaper, follow these steps:

1. Download the Press Release Template located in the Resource Library.
2. Customize the press release:
   - Fill in the information about your Scientific Learning product implementation where noted (update the city/state, address, and phone number) so the newspaper and readers can contact you.
   - Add in stories or quotes of your own. You may want to include: a quote about your experience with the Scientific Learning products and who benefits from them; quotes from community members or parents or children who have used the products. Remember: Whenever you submit quotes or stories from a named individual, you must get written permission.
3. Take photos of a learner working on the Scientific Learning product or of a product graduate.
4. Research publications and contact writers or editors who cover education and learning stories. The newspaper's community relations department should also be able to assist you.
5. Send your information, either by mail or email, to the editor or writer. Forward your customized press release and photos. Include a brief, typed letter explaining that children around the world are using these products and making fast and lasting gains.
6. Email can often be better than mail since it is easier and faster for editors to use in editing text.
7. Follow up with a call, after you send in your information.
Let your local radio or television stations know about your Scientific Learning product implementations. Radio and television reporters work on general assignments, so send your press release to the attention of the “News Assignment Editor.” Also, when you phone the news assignment desk, make sure you have candidates (e.g. you, parents, community professionals) in mind who are available to interview. Again, it is imperative that learners sign a release before you recommend them to a television or radio station. A television or radio station may require learners to sign a separate release form.

Consider a Summer Camp
Summer is a great time to help children build language, reading and learning skills. Start planning now and you’ll have plenty of time to create a summer session that can make a difference for families. For information on how to create a successful Summer Session, find this document in the Resource Library Offering Fast ForWord Products During the Summer.

Final Test and Purchase

Final Test
Once you have reviewed the recorded training and completed the activities in this Training Guide, you will be ready to take the final test!

To take the final test:
1. Go to www.scilearn.com/getstart
2. Login using your personal login email and password (included in your Fast ForWord Provider Registration email)
3. Take the test!

After passing the final test, you are ready to start using Fast ForWord and Reading Assistant with your clients! You will receive a confirmation email with instructions on how to purchase, which are also included here. Congratulations!

Purchase
To purchase per student licenses:
1. Go to: http://www.scilearn.com/sulp
2. Login using your login email and password.

Once you have purchased, you will receive a “Welcome to MySciLEARN” email with directions on how to access your own personal MySciLEARN account.
Additional Information

Viewing Participant Licenses
MySciLEARN makes it easy to find out how many licenses you have purchased and how many licenses you have available. Please see below for instructions regarding where to find your license information in MySciLEARN.

In MySciLEARN, click the Manage tab, and then click Schools. The Licenses section is located at the bottom of the School Settings section.

This section will help you identify the following information about your licenses:

- **Product Bundle**: This describes the product information.
- **Start Date**: The date of the license purchase.
- **Expiration Date**: The end date of the license.
- **License**: The type of license purchased.
- **Quantity**: How many licenses were purchased on the Start Date.
- **Used**: How many of these licenses are currently assigned to participants.
Self-Study: Introduction to Reading Assistant

Reading Assistant training is not a required component of Fast ForWord Provider Training, though there are many resources to inform you about the product available for review.

Reading Assistant is a private one-on-one reading coach that provides guided oral reading through speech verification technology. Reading Assistant supports the development of fluency, vocabulary and comprehension.

Participants use Reading Assistant to improve their fluency, comprehension, and vocabulary through structured activities with reading selections at their reading level.

To learn about Reading Assistant:
1. Click SciLEARN
2. Click Product Training and choose “Reading Assistant” in the dropdown menu
3. Watch the videos!
Customer Support

We recommend that your first point of contact always be support, as they are best able to address any pressing needs in a timely manner.

www.scilearn.com/contactus

For questions about purchasing participant licenses, bulk pricing, etc., please contact:

Heather Myers
Private Provider Account Manager
Phone: 520.282.6243 or 888.358.0212 x6243
E-Fax: 866.328.6330
Email: hmyers@scilearn.com

Advice from the Experts! Discussion Groups
These Yahoo! forums are invaluable in providing the guidance you may need in choosing participants, monitoring progress, etc.

- **Toolsforlearning** – excellent source of information and monitored by providers who have been around since 1996. It is for discussion of issues around administration of Fast ForWord programs, both privately and in public schools, plus discussion of innovative techniques for assessment and remediation of language and learning problems.
- **FFWProviders** – strictly for SLC providers only to discuss matters related to the business aspects of providing Fast ForWord to clients in private settings. Membership is by approval and you must provide your NAME and ORG ID with your request to join this group.

Feedback
We are always looking for better ways to support you, our Fast ForWord Providers. Please share any feedback or suggestions with Heather Myers at hmyers@scilearn.com and Hallie Smith at hsmith@scilearn.com.

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