

Singapore: Poor readers, with and without APD, gain in reading fluency

Implementation Objectives

Researchers at the University of Western Australia were interested in evaluating whether there would be a differential response to Fast ForWord Language by poor readers depending on whether they also had auditory processing disorders (APD). The study had a pre-test/post-test two-population design involving the assessment of reading fluency skills before and after use of Fast ForWord Language. Study participants were students, ages 6.5 to 10.0 years old, who were attending a public primary school in Singapore. All students included in the study were poor readers and some of them also had APD.

Methodology

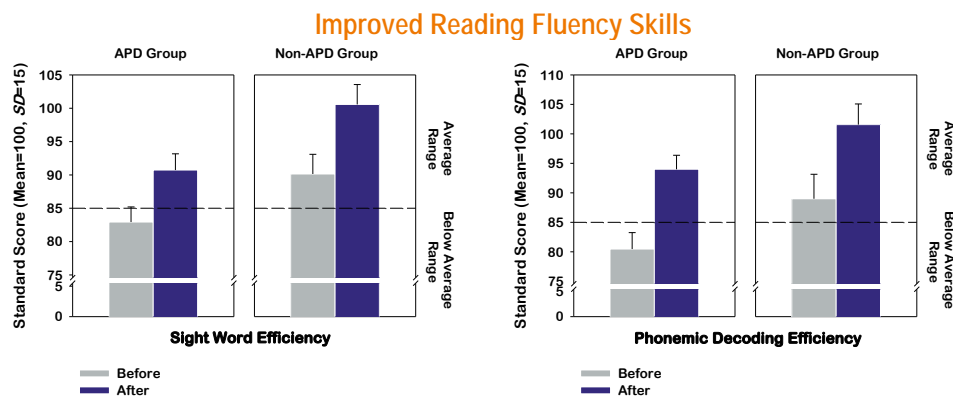
School personnel tested the students' reading skills at the beginning and end of the study. Student performance was evaluated using the Test of Word Reading Efficiency (TOWRE).

At the school, 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

Assessment Results

Test of Word Reading Efficiency (TOWRE): The TOWRE is a nationally normed measure of word reading accuracy and fluency. The TOWRE contains two components, independently assessing phonemic decoding and sight word recognition.



Before Fast ForWord participation, the APD group was performing in the below average range in both sight word reading ability and phonemic decoding ability, while the non-APD group was at the low end of the average range in both skills. After using Fast ForWord Language, both groups demonstrated significant gains in both skill areas, with the APD group moving into the average range in sight word reading and phonemic decoding.

Educational Gains

The results found in this study support other studies in demonstrating that, after using Fast ForWord products, poor readers (with or without APD) show gains in foundational reading skills and are better positioned to partake in the classroom curriculum.

Students achieved significant gains in:

- Reading Fluency



Program Study Statistics

Number of Students:

29 students

Grade Level:

Primary

Products Used:

Fast ForWord Language

Assessment tool used:

Test of Word Reading Efficiency (TOWRE)

School Structure: International

This complete study is reported in: Ho, Cheryl (2004). An examination of Fast ForWord language intervention for children with poor reading abilities. Unpublished honours thesis, School of Psychology, University of Western Australia (2004).

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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