

Special needs students in Florida gain 2.5 years in reading after Fast ForWord participation

Implementation Objectives

The Vanguard School of Lake Wales, a school for students with special learning needs, was interested in evaluating the effects of the Fast ForWord products on the reading skills of its students. The school used a case study involving the assessment of student reading ability before and after participation on the Fast ForWord products.

Methodology

School personnel tested the students' reading skills at the beginning and end of the study with subtests from the Woodcock-Johnson III Tests of Achievement (WJ III). School personnel administered the assessment.

Educators were trained in:

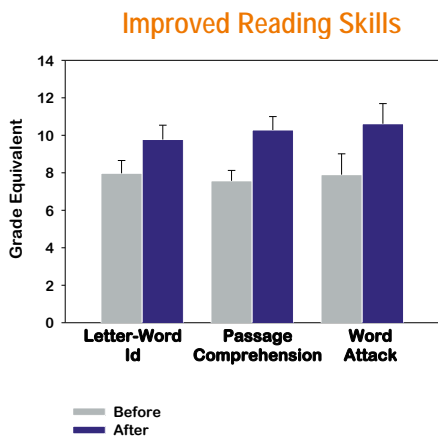
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 participated 48 or 50 minutes per day, five days per week, for eight to twelve weeks. All students started with the Fast ForWord Middle & High School product. On average, students used the Fast ForWord Middle & High School product for 27 days and completed 81% of the product content.

Assessment Results

The WJ III is a wide-range, comprehensive set of individually administered tests for measuring cognitive abilities, scholastic aptitudes, and achievement. The subtests used in this study included Letter-Word Identification, Passage Comprehension, and Word Attack.



At pre-test, the group of students was reading well below their grade level. After approximately four and one-half months of Fast ForWord participation, students significantly improved in reading abilities, with average scores improving more than two and one-half grade levels in Word Attack and Passage Comprehension. These gains are exceptional and brought the reading skills of many of the students up to, or above, their grade level.

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 reading.



Program Study Statistics

School year:
2006-2007

Number of Students:
26 students

Ages:
Thirteen through nineteen years

Products Used:
Fast ForWord Middle & High School
Fast ForWord to Literacy Advanced
Fast ForWord to Reading 3

Assessment tool used:
Woodcock-Johnson III Tests of Achievement (WJ III)

School Structure:
Suburban

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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