

# NSW, Australia: Language skills jump from the 14<sup>th</sup> percentile to the 32<sup>nd</sup>

## Implementation Objectives

Devon Barnes, the Centre Director at the Lindfield Speech Pathology and Learning Centre in Lindfield, Australia was interested in evaluating the effectiveness of the Fast ForWord products as part of the Centre's therapy services for students with language and learning difficulties. The Fast ForWord software was implemented in the Centre with students who used the products as part of their speech therapy sessions. Twenty-three participants, six through thirteen years of age (mean of 9.3), were included in this study.

## Methodology

Centre personnel tested the students' language and reading skills with the Clinical Evaluation of Language Fundamentals-Third Edition (CELF-3), -Fourth Edition (CELF-4) or -Revised Edition (CELF-R) before and after Fast ForWord participation. Centre personnel administered the assessments.

Centre staff were trained in:

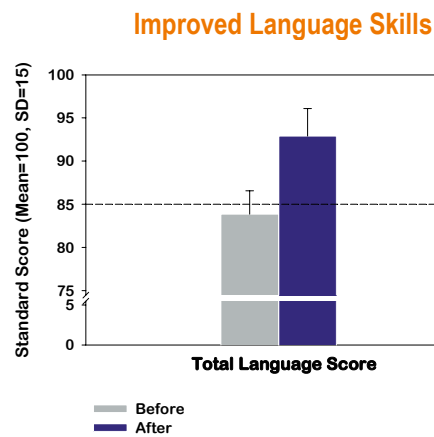
- Current findings on the neuroscience of how phonemic awareness and the acoustic properties of speech impact rapid development of language and reading skills
- Methods for assessing candidates for use of Fast ForWord
- Appropriate measures for testing and evaluation
- Effective implementation techniques
- 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 in two-hour sessions, five days per week. On average, students used the Fast ForWord Language product for 23 days and completed 87% of the product content.

## Assessment Results

The CELF is a comprehensive language test widely used to measure a student's ability to understand words and sentences, follow directions, recall and formulate sentences, and understand relationships between words and categories. It has expressive and receptive components.



A MANOVA revealed a significant time effect with no significant difference between the receptive and expressive components. On average, student language ability was in the below average range before Fast ForWord use. Students, on average, made significant gains in overall language ability after Fast ForWord participation, improving their scores nine points and reaching the average range on their language skills. In terms of percentile rank, students improved from the 14<sup>th</sup> to the 32<sup>nd</sup> percentile following Fast ForWord participation.

## 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:

- Language
- Early Reading



## Program Study Statistics

**Number of Students:**  
23 students

**Age:**  
Six through thirteen years

**Products Used:**  
Fast ForWord Language  
Fast ForWord Language to Reading  
Fast ForWord to Reading 3

**Assessment tool used:**  
Clinical Evaluation of Language Fundamentals-Third Edition (CELF-3)

Clinical Evaluation of Language Fundamentals -Fourth Edition (CELF-4)

Clinical Evaluation of Language Fundamentals -Revised Edition (CELF-R)

*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](http://www.scilearn.com/resultsreports)*

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