

What is the Evidence for

Fast ForWord

Educational Neuroscience



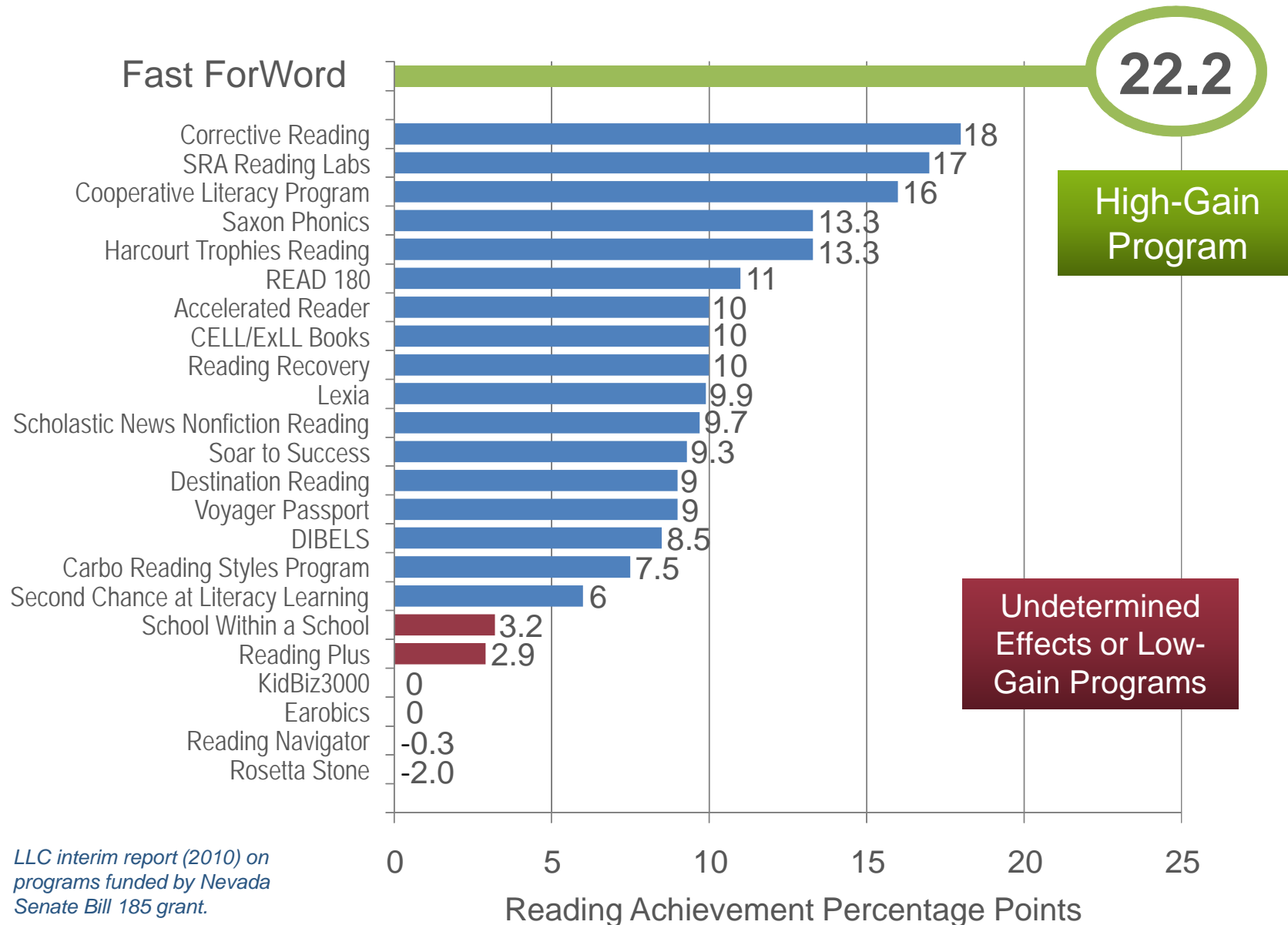
Delivering the world's best Neuroscience solutions for learning

Evidence from Science

- **Visual** - see fMRI of brain before and after
- **Empirical** - see references following
- **Qualitative** - observational data: teachers, parents and also students - feel more confident (see: blog.learnfasthq.com/topic/learning-capacity-success-stories)
- **Longevity & User Validation** - 20 years, 2 million users. USA spends tens of millions per year and has done so for over a decade.

Temple et al 2003

Leader in Accelerating Learning



All Students Benefit from Neuroscience

Why do schools implement Fast ForWord as a whole of year solution?

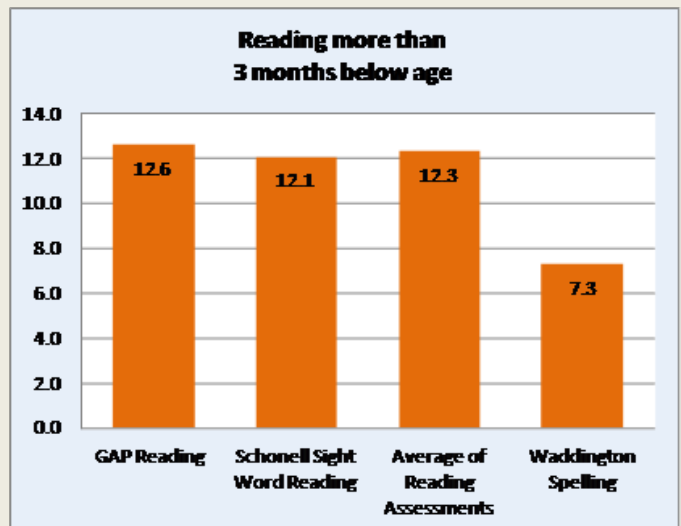
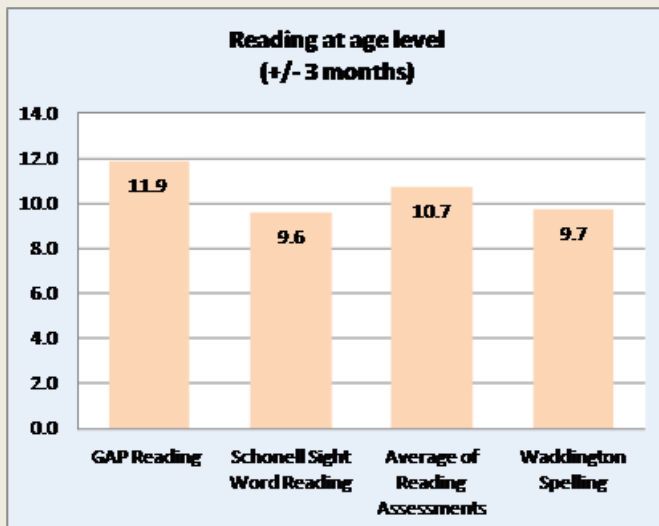
- **Scheduling is not an issue** when building learning capacity is part of the curriculum
- **Fewer constraints on timetables and resources** when a whole grade participates
- **Staff loads reduce** as technology delivers individualised instruction to each student
- **Students gain more literacy skills, improved learning capacity and better outcomes**
- **Students are able to take more responsibility for their own learning**

But do smart students benefit?

Yes. Fast ForWord neuroscience exercises benefit all learners regardless of current ability. Research in Australia and overseas confirms this.

Australia - Primary School

Students at below reading age level gained 12.3 months after 2 terms of Fast ForWord (FFW) usage. Even students reading at or above age level made gains – on average 10.7 months.



Australia – Secondary School whole year 7 cohort

The average improvement was 10 months. The Principal said, *“this was despite the perception that they were an accomplished group of students”*. Using the national percentiles as a reference point:

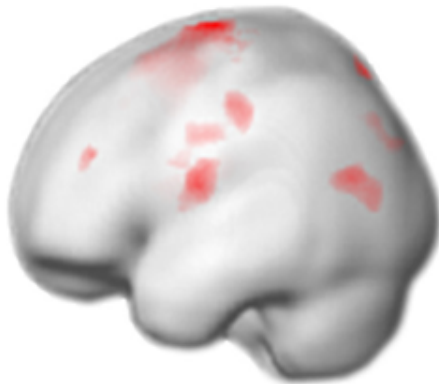
National Percentile	# Students Pre FFW	# Students Post FFW
99	8	15
>90	20% cohort	35% cohort

International – over 250 studies in more than 1000 schools

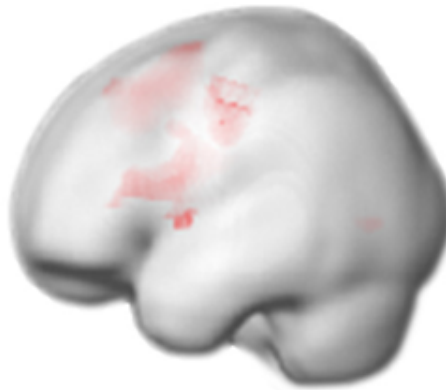
See some studies: www.learnfasthq.com/research

2 terms of 50 minutes a day, 5 days a week using Fast ForWord products strengthens foundational language and reading skills, **better positioning students to partake in the classroom curriculum**. It does not matter which subject or learning area you want to improve (**mathematics, science, history, computer studies or even PE**). Neuroscience technology will accelerate all learning and help students, better “digest” the content teachers deliver.

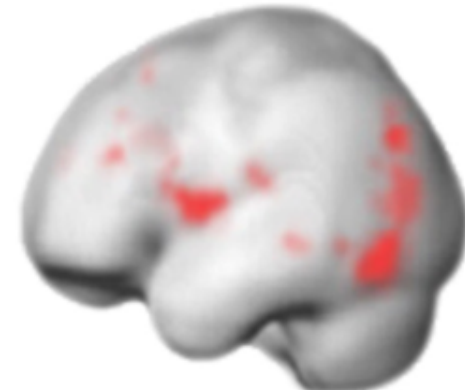
Accelerate Learning in 8 Weeks



Proficient Reader



Struggling Reader
before Fast ForWord

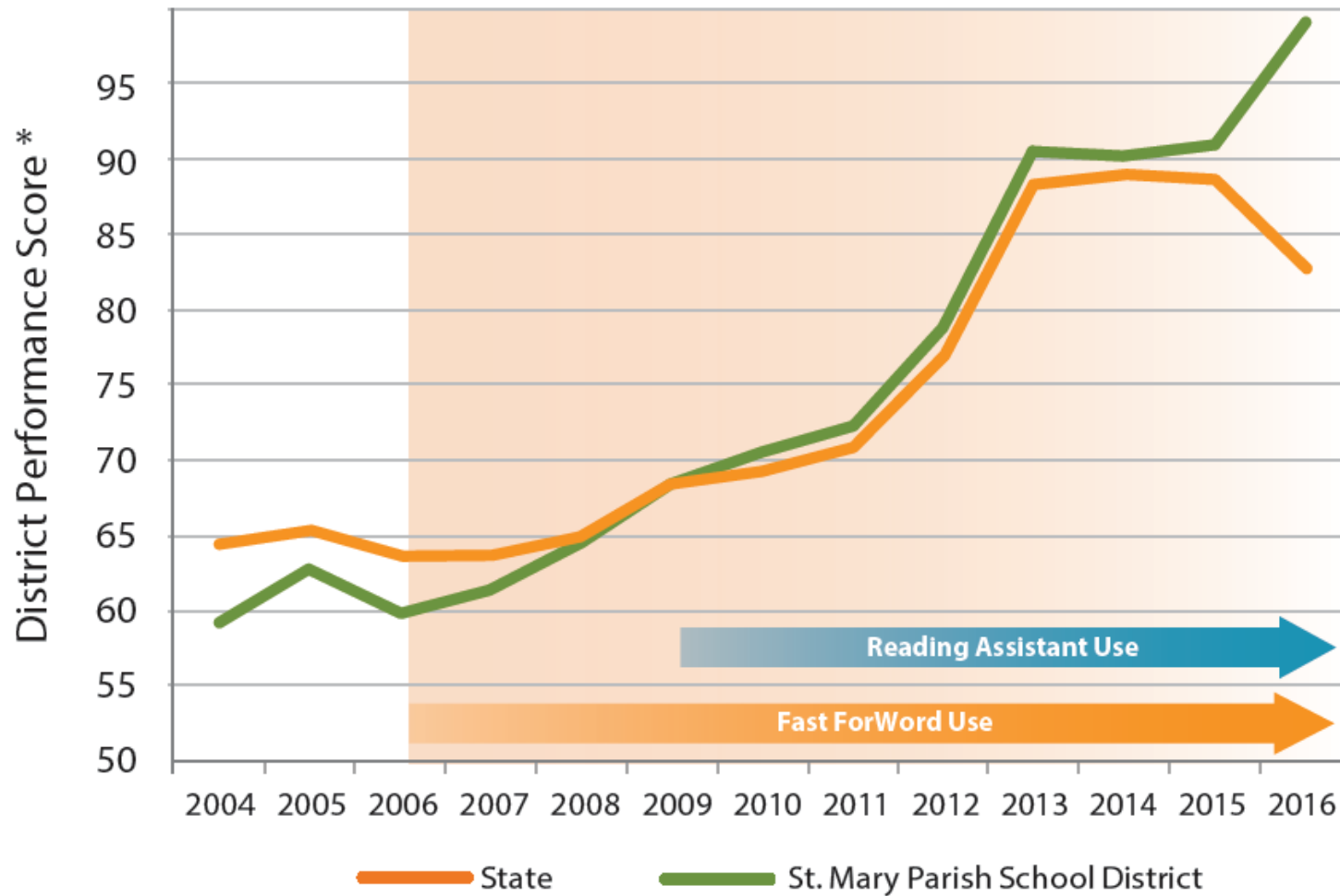


Reader after
Fast ForWord

Stanford and Harvard researchers validate impact. After eight weeks, brain activation patterns change and reading performance improves.

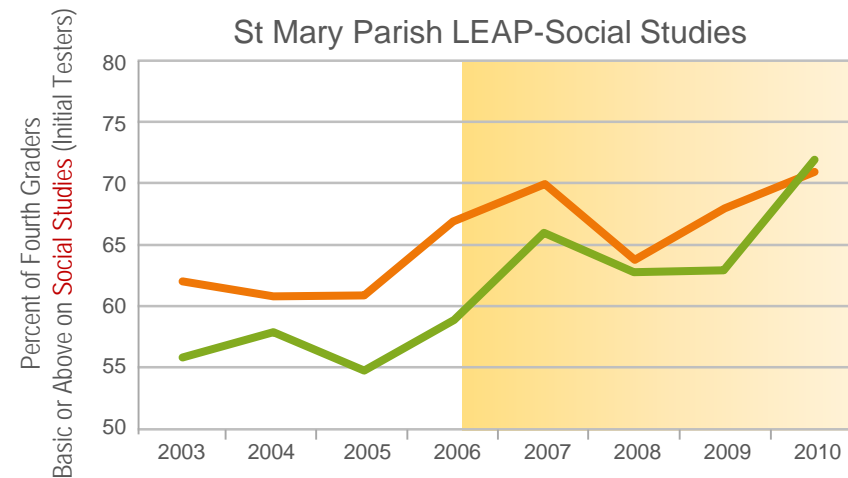
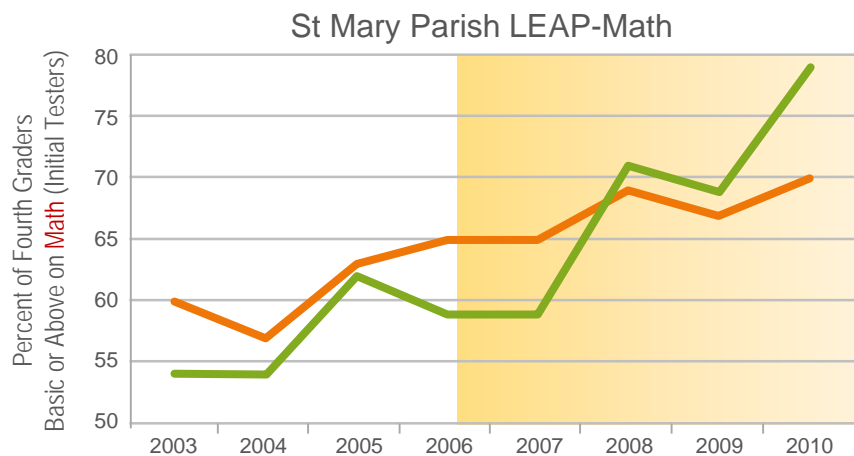
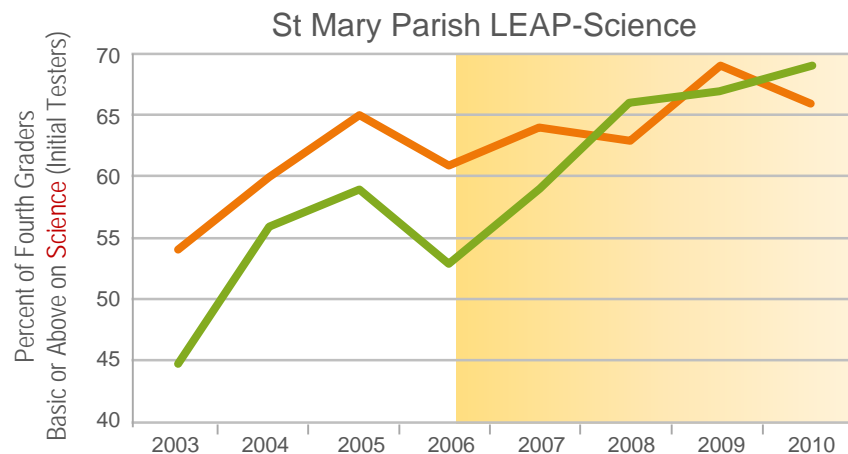
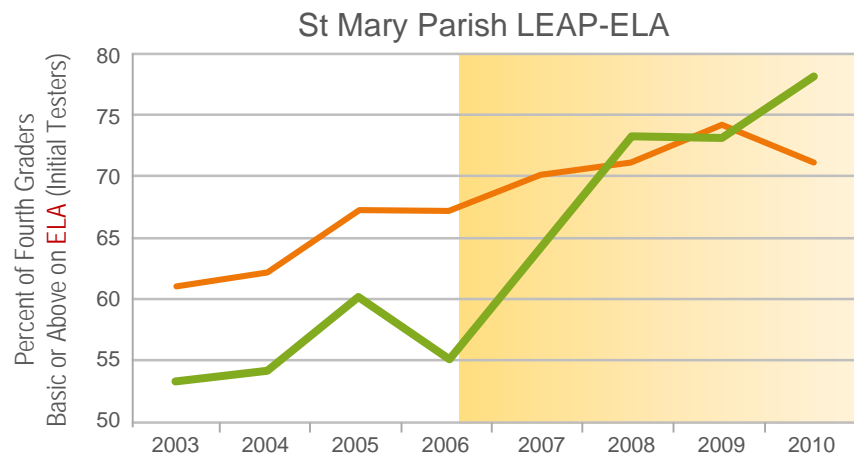
Temple et al 2003

Accelerating Growth – District Wide



*Scores standardized relative to 150 point scale

...in Multiple Subjects



— St. Mary Parish School District — State

25% Improvement in Writing Skills in 11 Weeks using Fast ForWord123

25 university students who had Fast ForWord123 training for 11 weeks boosted their writing skills 25%. This compares with a control group of 28 students at the same university who did not receive the training (and the control group showed no improvement).

Because **no explicit practice with writing is included in the training program**, the results of this study demonstrate that training in basic cognitive, listening, and reading skills generalise to improved writing ability.



The writing skills of the Fast ForWord 123 trained group [measured on the OWLS Written Expression Scale - an internationally recognised standardised assessment], improved from below the control group students to above them after the training.

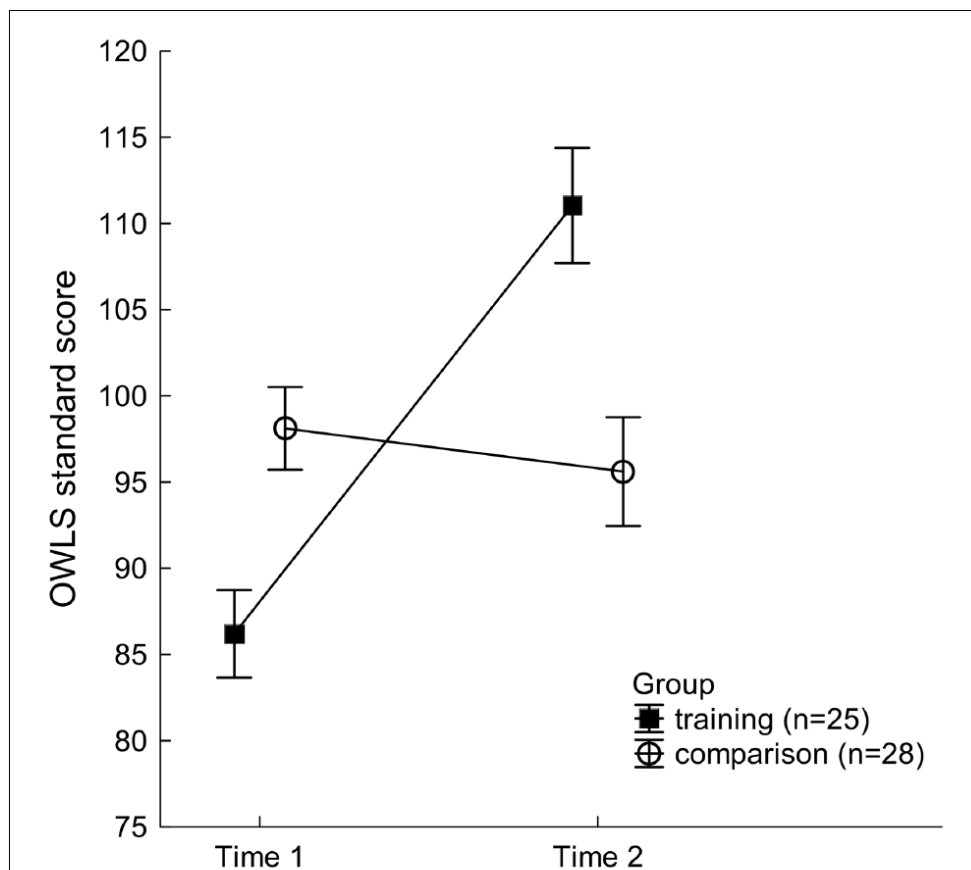


FIGURE 2 | Written Expression Scale standard scores of the Oral and Written Language Scales (OWLS) for the two participant groups at Time 1 and Time 2. Mean values of 25 training group participants (filled squares) and 28 comparison participants (open circles) are shown. Vertical bars indicate standard errors of mean. While the training group students were outperformed by the comparison group at Time 1, their considerable spurt in writing following intervention, led to a reversed performance pattern at Time 2, with lower standard scores in the non-trained students.

A peer-reviewed paper by researchers at the Centre for Molecular & Behavioural Neuroscience, Rutgers University, USA (Rogowsky et al, 2013, *Frontiers in Psychology*), concluded:

*“The results of this study demonstrated that a neuroplasticity- based, computer training program, designed initially for younger struggling students to improve basic cognitive, language, and reading skills (Fast ForWord), could successfully be implemented in a college setting to help college **students with below average writing abilities rapidly achieve above average writing skills.**”*

“This study also validates the positive benefits of using computer intervention that provide a concise, controlled, and individually adaptive means of significantly improving basic language and literacy skills in a manageable amount of time.”

Language, reading & writing are linked

Reading and writing are complementary skills. Writing is putting words on paper. Spoken language is the foundation of written language. Words come from what students hear, speak, and read.

Students must become phonemically aware - words can be broken down into smaller units of sound (phonemes) and it is these sounds letters represent. This is what is needed to break the code for proficient reading, which is linked to proficient writing. Other studies, e.g. Eldredge and Baird (1996), have found that explicit phonemic awareness training improves writing both in typically developing and at risk students.

Fast ForWord123 builds writing skills because it develops phonemic awareness, language & reading skills.

Fast ForWord123

This research builds on volumes of previous evidence from the last 20 years demonstrating how Fast ForWord123 **improves the four components of language for any student: listening, reading, writing and speaking.** The exercises have been designed to follow a developmental trajectory ranging from phonemic awareness, to morphological awareness, to increasingly challenging aspects of reading comprehension within simple sentences to complex texts.

The 25 university students trained on two of the three components of Fast ForWord123:

1. **Language & Cognitive Enhancement modules** which **train the brain to discriminate and process the 44 phonemes of the English language**, and at the same time build the four cognitive skills essential for learning: Memory, Attention, Processing & Sequencing.
2. **Reading Development modules** - extending the Cognitive Enhancement and **building grammar, vocabulary and comprehension**.

The third component of Fast ForWord123 not used in this study is the **Reading Assistant 1-on-1 online-guided oral reading coaching**. It has several hundred texts using **sophisticated voice recognition technology to provide timely corrective feedback and pronunciation examples**. It has interwoven automated measuring and reporting tools to generate metrics such as words read per minute and question/answer metrics to show the evidence for growing reading comprehension ability.

Fast ForWord: Evidence it works - a real world example

The brain re-wiring is especially happening on the flat /low trajectory lines of the reports (see below) when there is effort - the hard work and teacher support. Repeated trials build more connections and more myelin is laid down. When enough connections are made and reinforced then the breakthrough occurs, the "penny drops". It takes as long as it takes.

Ele-Bot (the purple line on the graph below) is the exercise where the student is asked to match 1 of 4 pictures with a corresponding sentence, which contains double embedded clauses eg. The clown who is pushing the boy who is little is big.

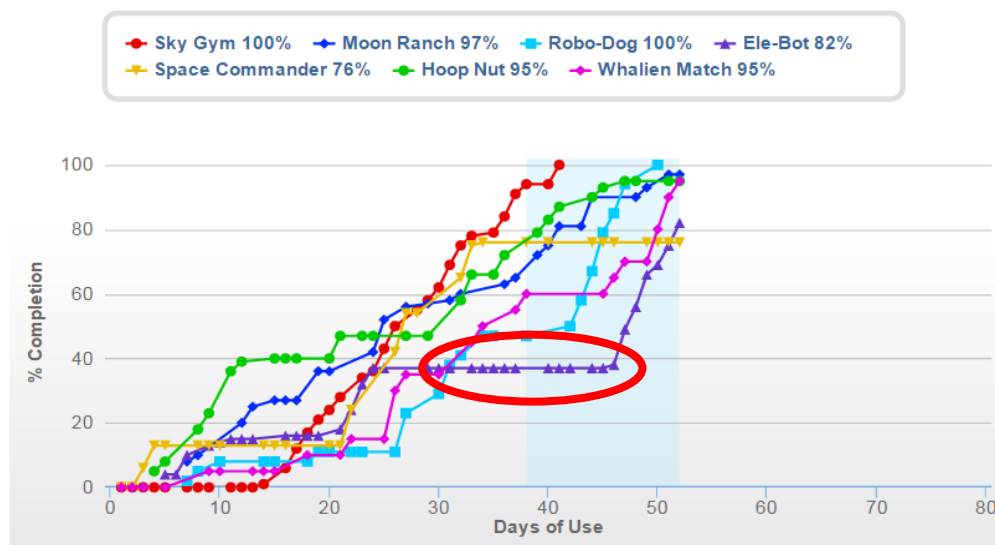
The day this student came off his most recent plateau in this exercise [see the purple line with triangle markers in graph below between days 40 & 50] he said to the teacher **"the sentences just started to make sense!"** That "flat line" covered 20 days of use.

Sometimes it takes longer; sometimes it is quicker. The important thing is to remember the mantra "Intervene Early, Intervene Often". See the LearnFast support team for "flat line" tips for each activity.

The hard work is like training in the gym to lift a new personal best: it takes a while to build the strength and then see a result. The challenge is the brain has so many more cells than any muscle group.

Product: Language v2		Protocol: 50 minutes / 5 days	
Completion Rate	Attendance	Participation	Alerts
96%	80%	87%	0

Completion History for Language v2



Language v2 Progress

% Complete Goal (Avg/Week)	% Complete: Actual (Avg/Week)	% Complete: Overall (By end of date range)	Status	Last Used
14%	7%	92%		6/22/16

What is Fast ForWord123?

Fast ForWord123 (**FFW123**) is a unique 3 step, evidence-based method for improving students' capacity to learn.

It builds **cognitive skills essential for learning**, simultaneously improves the four components for learning-in-the-English-language: **listening, reading, writing and speaking** and **develops SEL competencies**.



It is a powerfully effective, unique and scientifically validated method for improving learning outcomes where English is the language of instruction.

This method blends the best of education technology with empathetic support of human factors and the motivation from the “reward economy”.

Scientists built & evolved FFW123 on decades of research

Two, now internationally acclaimed, teams of neuroscientists developed **FFW123** by building on decades of research into linkages relating language problems with listening and ground-breaking research into brain plasticity and neuroscience (how the brain works, learns and develops).

Since FFW123 was first developed in the mid 1990's, scientists have continued to use the data from millions of users over the last two decades to continually improve and refine **FFW123**. The data is collected in accordance with data security laws. The 4th generation of the software was released 2019-2020 with artificial intelligence driving the software to adapt to each student individually as they respond.

This remarkable program is one of the most extensively researched of its type in the world with more than 400 published research papers and school case studies testifying to its effectiveness.

The individually adaptive power of FFW123

It adapts to every user every day.

Within the first few responses, the amount of challenge is tailor-made for each person to the level science shows is the ideal to create positive changes in the brain. This uses the well-established science behind brain plasticity – for which one of the **FFW123** founders, Dr Mike Merzenich “the father of brain plasticity” was awarded the Kavli prize in 2016. The Kavli Prize is the neuroscience equivalent of the Nobel prize.

Over 50 patents validate the uniqueness of FFW123

In April 2014 Scientific Learning – the Corporation formed by the founding neuroscientists to translate their research into useful educational tools – announced:

“To be patentable, an invention must be judged to be both novel and useful. By issuing this patent, the USPTO affirms that Scientific Learning has taken a truly innovative approach to developing vocabulary and high-level conceptual skills,” said Robert C. Bowen, then CEO of Scientific Learning.

“These patents reflect the intersection of educational best practices with novel instructional approaches emerging from research in neuroscience, human cognition, and technology. This is the foundation of our approach and the framework of all Fast ForWord and Reading Assistant products.”

*“We accelerate learning by applying proven research on how the brain learns. **Learners can realise achievement gains of up to two years in as little as 40-60 hours of use** and maintain an accelerated rate of learning even after the programs end.”*

Language, listening, reading & writing are all linked

Reading and writing are complementary skills – as are speaking and listening. Spoken language is the foundation of written language.

Writing proficiency is linked to reading proficiency. Both require students to become phonemically aware - words can be broken down into smaller units of sound (phonemes) and it is these sounds that letters represent. This understanding is what is needed to break the code for proficiency.

Fast ForWord123 builds listening, reading, writing and learning skills because it develops phonemic awareness, language, and cognitive skills.

Exercises designed from first principles of language and cognitive development – the Science of Reading

The **FFW123** training exercises were developed specifically to help students struggling with the linkages between language, listening and reading and thus their literacy skills.

The exercises are designed to go back to first principles by clarifying the neural representation of sounds within syllables, words and sentences as well as training students to explicitly gain mastery over the rules of English grammar.

FFW123 trains these basic skills within a context of highly systematic and developmentally informed exercises that progressively challenge linguistic as well as processing and cognitive skills. This is done using spoken language only in the early exercise modules until the student achieves a high level of mastery over the content across all exercises. Only then is the student introduced to later modules with exercises that include text.

4 learning principles from neuroscience embedded in all FFW123 exercises

Across all exercises, neuroplasticity-based learning principles are used to drive increases in performance, mouse-click by mouse-click. According to the **F.A.S.T.** principles, brain changes happen most efficiently with:

1. Frequent and intense practice with sustained attention
2. individually Adaptive trials (from easy to harder)
3. Simultaneous development of language and cognitive skills
4. Timely rewards and correction of errors (immediately following each response).

Student’s progress at their own pace along a defined trajectory from easier tasks with a lower cognitive load to tasks that are progressively more challenging both linguistically and cognitively.

Three steps of Fast ForWord123 online programs:

- 1) Two age-appropriate **Language & Cognitive Enhancement modules** which train the brain to discriminate and process the 44 phonemes of the English language effectively, and at the same time build up the four cognitive skills essential for learning: Memory, Attention, Processing & Sequencing.
- 2) Five **Reading Development modules** - extends the Language & Cognitive Enhancement and builds grammar, vocabulary and comprehension. The appropriate starting level for each student is determined using the internationally benchmarked Reading Progress Indicator.
- 3) The **Reading Assistant (RA) 1-on-1 online-guided oral reading coaching**. It has several hundred texts using sophisticated voice recognition technology to provide timely corrective feedback and pronunciation examples. Interwoven throughout RA are automated measuring and reporting tools to generate metrics such as words read correctly per minute and question/answer metrics to show the evidence for growing reading comprehension ability.

Reading Assistant is the only tool that uses speech recognition technology to support and correct learners as they read aloud.

FFW123 efficacy depends on 3 usage criteria:

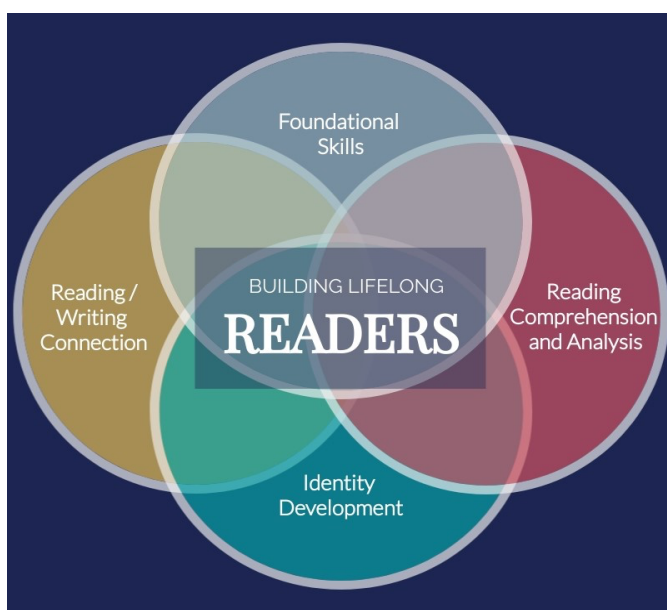
- 1) **Correct implementation** (compliance with the research-defined protocols)
- 2) **Timely intervention support** (often simply encouragement or motivation), and
- 3) **Completion** – hard to expect a positive result if you don't finish

Note: the efficacy is the combination of “Completion and Compliance” - completing the software modules whilst maintaining compliance with the precise implementation protocols.

The protocols are a prescription: how often to use the software (3-5 times a week), how long each time (30-90 minutes) and the duration of use (months until completed). The usage protocols are like doses of medicine. If a doctor tells you to take a pill every morning on an empty stomach, and you take it only a couple of times a week, after a big meal in the evening, you can't expect the pill to be as effective.

It's the same thing with **FFW123**. If you don't use and complete the neuroscience-designed exercises according to the prescribed “dose” (protocol), you can't expect to get the results.

What do we mean by “The Science of Reading?”



This term encompasses research from across fields:

- Science of reading processes
- Science of reading instruction
- Science of implementation

“There is a profound disconnect between the science of reading and educational practice. Very little of what we've learned about reading as scientists has had any impact on what happens in schools because **the cultures of science and education are so different.**”

Mark Seidenberg,
Language at the Speed of Sight (2017)
(Cognitive Neuroscientist)

Fast ForWord: How Much Evidence is Enough?

Science & Real World

A school principal recently said to me, “I’ve heard of Fast ForWord but there is no evidence that it works, is there?”



That wasn’t the first time I had heard that.

I’m always amazed when people say there is no evidence of Fast ForWord’s effectiveness. If they only looked, they would find hundreds of journal articles and school case studies with many examples of the success of over 3 million individuals who have done Fast ForWord over the last 25 years.

That’s what **good science is about: examining the preponderance of evidence from all sources** – academic research, commercial patents and real world results. Transforming the ground-breaking research to practical educational tools is reflected in the number of patents - commercial protection for the innovation.

In 2014 the developers of Fast ForWord announced their 80th patent - Awarded Patent For Innovative Method To Build Critical Thinking And Abstract Reasoning Skills - and there have been more since.

But skeptics will conveniently narrow their definition of evidence to suit their point of view.

Do you think it’s fair and reasonable if someone formed their opinion on a few papers with poor implementation (see below)? And ignored several hundred other reports and case studies?

You will get an overview of the evidence in this article. It’s an overview because we would need a large book for the massive amount of evidence accumulated since Fast ForWord was developed in the mid 1990s. In fact you can download a list of some of the reports & school studies at the end of this article. You will see it alone is over 70 pages.

What is Fast ForWord?

But first, to check the evidence, we need to understand what Fast ForWord is.

It’s neuroscience-designed software which improves a student’s capacity to learn any subject when used and completed according to research-based implementation protocols (how often and for how long the student needs to do the program). The software was developed about 25 years ago from ground breaking, foundational neuroscience research over the previous 25 years.

That’s research for 50 years and counting. And the scientists use the data from millions of users over the last two decades to continually improve and refine Fast ForWord.

This remarkable program is one of the most extensively researched of its type in the world. It’s the software PLUS precise implementation protocols, **including appropriate intervention support**.

The PLUS is important.

The protocols are a prescription: how often to use the software, how many times a week, how long each time and the duration of use (months until completed).

Fast ForWord protocols are like doses of medicine

You can think of the Fast ForWord usage protocols like doses of medicine.

If a doctor tells you to take a pill every morning on an empty stomach, and you take it only a couple of times a week, after a big meal in the evening, you can't expect the pill to be effective.

It's the same thing with Fast ForWord. If you don't use the neuroscience - designed exercises according to the prescribed dose/protocol, you can't expect to get the results.

Fast ForWord is more than software. It's the software PLUS the implementation protocols. You need to understand this when looking at the evidence.

That's because some studies claiming to assess Fast ForWord did not use the prescribed protocols. And guess what? Those studies concluded the students didn't benefit.

More than a single program

A common misconception about this educational neuroscience program is that it's one "program". In fact, there are 10 modules in the Fast ForWord123 suite, covering:

1. Language and cognitive enhancement
2. Reading development
3. Reading fluency and comprehension

Not just reading

Some commentators who haven't bothered to take the time to understand what they're commenting on, think Fast ForWord is a reading program. It's much more.

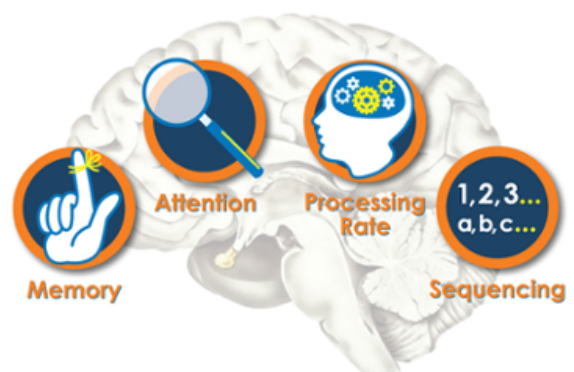
Students who use Fast ForWord according to the prescribed protocols develop their capacity to learn. They build the cognitive skills and language skills essential for learning as well as developing SEL competencies

The cognitive skills are:

- Memory
- Attention
- Processing (thinking) speed
- Sequencing (the ability to put sounds, words, numbers, dates etc) in the right order

The language skills include:

- Phonemic awareness
- Phonological awareness
- Decoding
- Grammar
- Vocabulary
- Comprehension



The neuroscience exercises also help a range of learning difficulties including:

- Language Disorder
- Dyslexia
- Auditory Processing Disorder
- Attention issues
- Working Memory
- Autism

Scientific and qualitative evidence

What sort of evidence do you need?

- scientific research (more than 300 articles published in over 60 journals)?
- hundreds of school case studies involving over 100,000 students?
- independent reviews by state education departments?
- results of 4000 students outperforming the rest of their state over a series of years?
- stories of personal learning successes from parents and teachers?
- patents showing commercial proof of innovation and uniqueness?

The evidence for Fast ForWord includes:

Scientific research – examples from 300+ research papers

Here is a summary of a few of the many papers.

Stanford University 2003 & 2008 (Proceedings of the National Academy of Sciences, 100(5), 2860-2865)

Scientists at Stanford University showed dyslexic brains can be rewired with Fast ForWord. And as well as physical changes in the brain seen by brain imaging, the dyslexic students reading also improved. <http://www.pnas.org/content/100/5/2860.abstract>

Krishnamurti et al 2013 (Journal of Paediatric Otorhinolaryngology)

Fast ForWord training reflected changes in auditory brainstem's neural activity to speech stimuli. <http://www.sciencedirect.com/science/article/pii/S0165587613000086>

Heim, Choudhury, Benasich 2015 (Brain topography)

Changes in neural activity and improved language skills in students with Language Learning difficulties following Fast ForWord. <https://link.springer.com/article/10.1007%2Fs10548-015-0466-y>

Ylinen, S. & Kujala, T. 2015 (Frontiers of Psychology)

Fast ForWord training induced plastic changes in deficient neural networks. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4330793/>

Go here to read more research highlights - <https://www.scilearn.com/research/>

What would you think about this “scientific evidence”?

What would you think if someone said Fast ForWord is “not recommended”, but they had not used the program or supervised children using it? And they based their opinion on research by a group of people who had also not used it?

And what if that group of people based their opinion on six studies of people who did supervise some children using Fast ForWord. But five of the six studies did not use the recommended protocol?

Remember, if you don’t take the correct dose, the medicine won’t work.

So, 5 of the 6 studies did not really use Fast ForWord. They used the software, but not as prescribed by the science.

Does that sound like a reasonable basis to make a judgement about whether Fast ForWord is effective or not? I don’t think so.

Well that’s exactly what a group from Macquarie University in Sydney did. Their special education centre (MUSEC) published a briefing, “MUSEC Briefing #28” which concluded: “not recommended”.

You can read all about it here – <https://blog.learnfasthq.com/macquarie-unis-musec-briefing-28-academic-vs-real-world-evidence>

When you do, you will see the researchers in 2 of the 5 studies acknowledged their implementation problems. Then they both conducted further trials using the correct protocol “dose”. And guess what? They found greater impacts on reading scores among students who had better program use.

You will also read that the study with the best implementation found:

“Students who used the Fast ForWord Language product achieved statistically significant improvements in language and reading skills – improvements comparable to receiving 50 hours of one-on-one intervention with a certified and licensed speech and language therapist.”






This study’s lead author noted:

“It is clear a large majority of the children in our study who received treatment with Fast ForWord Language showed substantial improvements, reversing a long-time trend... 74% of the children in our study who received Fast ForWord Language had follow-up scores that were significantly greater than their pre-test scores six months after treatment ended. I judge that to be a substantial benefit.”

How could Macquarie University’s MUSEC ignore this evidence? How could MUSEC look at only one article and ignore the preponderance of evidence of several hundred other research papers and school studies?

School studies – examples from Australia & New Zealand

Most teachers are more interested as to how the research translates into school environments, particularly in their own countries. Here are some results from Australian and New Zealand schools.

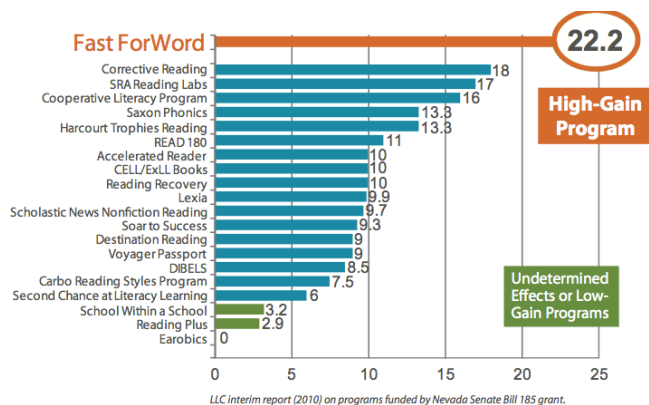
	<p>Covenant College – Victoria</p> <p>“I’ve too many good results here with a range of children to not give all the kids an opportunity to do it. I’ve seen that bright kids also benefit from Fast ForWord. It’s not just for those kids who are really struggling”, said Head of Junior School. https://blog.learnfasthq.com/fast-forward-neuroscience-programs-a-success-at-covenant-college</p>
	<p>Narooma Public School – NSW</p> <p>The growth of 90 Fast ForWord students from Year 3 to Year 5 on the NAPLAN assessment exceeded a control group (students in the same year group, with the same curriculum).</p> <p>Literacy growth was 28% better; numeracy growth was 11.5% better. https://blog.learnfasthq.com/historic-school-helps-students-with-latest-fast-forward-brain-science</p>
	<p>Welbourn School - New Zealand</p> <p>Doubled the number of children on the program because Fast ForWord was so successful for a group of struggling students. http://blog.learnfasthome.com.au/blog/new-zealand-school-found-fast-forward-helped-struggling-students</p> <p><i>“They now seem more alert and engaged and will hold a conversation and some of them will often instigate the conversation rather than avoiding it. Their memory has improved; their ability to follow instructions has improved.”</i></p>
	<p>Urana Public School – NSW</p> <p>https://blog.learnfasthq.com/new-zealand-school-found-fast-forward-helped-struggling-students</p> <p><i>“I think it’s a no-brainer, for lack of a better word. I’ve seen enough for five years to tell me that it works and it will work particularly well for those kids who have learning difficulties, but it’s going to work for all your kids,” said the school’s Principal.</i></p>
	<p>WA State Schools Study with a randomized control group Hutchinson, Corbitt et al, Open Science Journal of Education 2015 http://www.openscienceonline.com/journal/archive2?journalId=733&paperId=2683</p> <p>The students in the Fast ForWord group made significant gains in receptive & expressive language and literacy skills. They outperformed their control group peers who did not use Fast ForWord.</p>

Go here to read more school case studies - <https://www.scilearn.com/results/success-stories/case-studies>

Independent reviews

Fast ForWord has been reviewed by state education departments and respected independent education organisations.

A study commissioned by the Nevada Department of Education concluded: Fast ForWord increased student reading achievement by an average of 22.2%. This was the largest average impact of all programs reviewed in the report.



Go here to read more independent reviews - <https://www.scilearn.com/research/>

Longitudinal results – shift the bell curve to the right

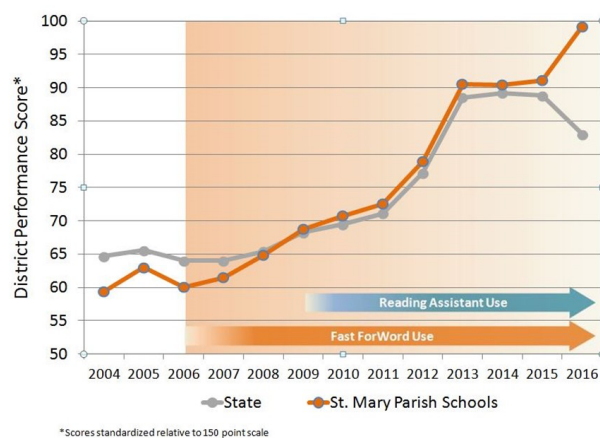
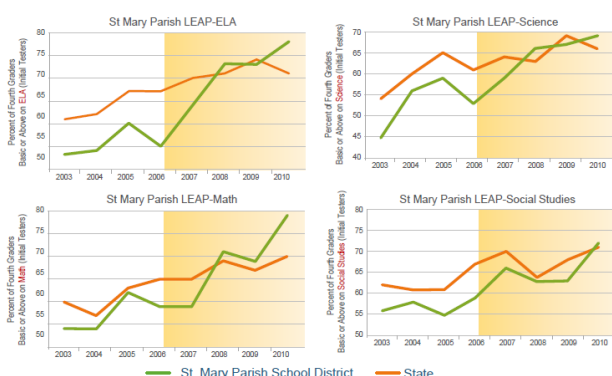
Because the neuroscience-based exercises in Fast ForWord give students intensive training which adapts to everyone's level and provides timely motivation, the results can be achieved quickly – often in a semester or two.

But the changes are also enduring. Once the neuroscience training is complete the brain has physically changed and hence the benefits remain.

A 10-year study of 4,000 students in a group of underperforming schools shows the gains against the state average. And they increased compared with the rest of the state's schools when the test (like Australia's NAPLAN) was changed in 2016.

This suggests that once the students' learning capacity is improved, they can handle unfamiliar challenges. But the non-Fast ForWord students, who may have been "taught for the test", didn't do as well.



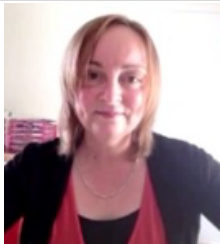


...in Multiple Subjects



Go here to listen to a 2 & ¾ minutes Longitudinal study of a group of 28 schools moving from lowest quartile in state wide testing to top quartile in all subject area including maths and STEM <https://www.youtube.com/watch?v=UyqhtNgdpa4>.

Personal successes - reports from parents, teachers and therapists

Here are just a few of thousands:

				
Dawson – from a reluctant reader to a boy who devours books. https://bit.ly/3BfdogB	Brodie – 11 y.o with dyslexia, his memory, reading & confidence improved. https://bit.ly/3iUUupn	Nicola – teacher & founder of a learning centre in New Zealand. https://bit.ly/3oFVzgl	Melissa – her son's auditory processing disorder improved dramatically. https://bit.ly/3acV7Ox	Cam – insights of Cam's 9 year journey from APD diagnosis to TAFE student. https://bit.ly/2ZPnPDd

Here is what one father, **Dr Con Kafataris**, said about how **Fast ForWord** helped his son:

"The science seemed plausible and I just thought this makes sense. The results have been quite phenomenal. He's now reading books himself. His speaking has dramatically improved. It's just been amazing to watch".

And this was posted about Fast ForWord on Facebook by a mother:

"My son has Aspergers and he sees speechies, OTs and psychologists. They have all thought this a good program to pursue. He improved 18 months on his VELS score in one semester's reports by using this program".

"Not through any school help. They acknowledged he had a problem and that we would just have to be aware and work harder with him".

*"My second son who also sees a speechie & is waiting until he is older for an Assessment to see if he has Auditory Processing problems. He has done the age relevant program and our **speechie is amazed at the improvement in his sound recognition and concentration**".*

"You can use your independent opinions. I'll stick to my experience based evidence".

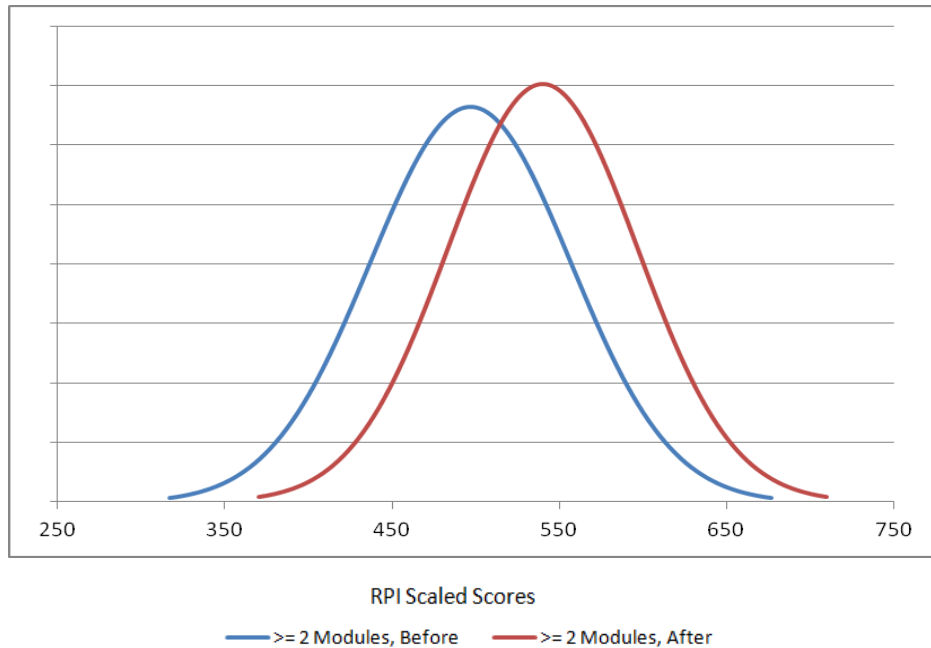
Go here to read more Fast ForWord success stories –

<https://www.learnfasthq.com/success-stories>

Whatever type of evidence you rely on, it's available, in bucket loads, for Fast ForWord.

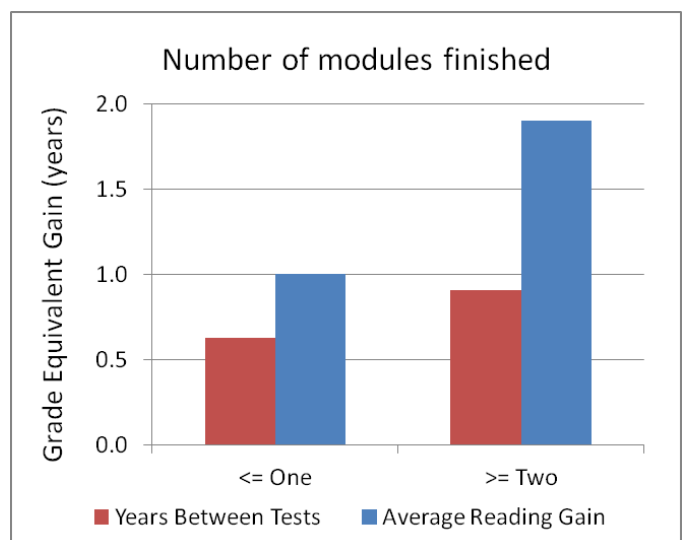
Completing at least 2 modules gave a 209% improvement against time between testing

Shift in Distribution of Reading Scores Following Fast ForWord Use



1,907 students from Australia and New Zealand

Modules Finished	Students
0	611
1	792
2	272
3	141
4	59
5	19
6	12
7	1



How do you timetable, motivate and help students to finish at least the two core cognitive enhancement and language modules?

Completing Fast ForWord can shift the bell curve of learning outcomes to the right for the whole cohort.

LearnFast Neuroscience Solutions for Better Learning Outcomes

Fast ForWord ***“Cognitive & Language Enhancement”***

The world's most researched and validated neuroscience program bridges the gap between teaching and learning by improving the ability to retain and process information [specifically MAPS - Memory, Attention, Processing and Sequencing]. Attunes the brain to the 44 phonemes of the English language, directly improving auditory processing. Since 1996, studies show students completing Fast ForWord Brain Training have 1-2 year gains in 40-60 hours of use, when protocol fidelity is adhered to. Comprehensive and timely reports. iPad, PC or chrome book. Requires headsets. <https://www.learnfasthq.com/programs>

Reading Assistant ***“Every reader deserves a listener”***

Specifically designed to allow every reader to have corrective feedback as they read using the latest speech recognition technology. By repeat reading a series of texts, students improve fluency, automaticity, prosody, comprehension and reading confidence. Excellent reporting module. iPad or PC or chrome book. Requires headsets with microphone boom. <https://www.learnfasthq.com/programs>

Build English Fast ***“3 steps to Fast ELL results”***

Build English Fast is the only ELL intervention that addresses three critical steps for English language proficiency. It prepares the brain to “hear” the sounds of English. It provides individualised, intensive practice in English vocabulary, grammar and reading skills. It uses advanced speech recognition technology to guide students as they read aloud. Requires headsets. <https://blog.learnfasthq.com/build-english-fast-for-students-learning-english-as-a-second-language>

LearnFast PD ***“Educating with Neuroscience Professional Development”***

The Glasses for the Ears presentation helps all teachers better understand what educational neuroscience is and how it improves learning outcomes across every subject. It is delivered on your school site with the flexibility to tailor the time frame between one to three hours, depending on your needs and the depth of engagement you want for your staff. Download printable flyer - <https://www.learnfasthq.com/hubfs/Glasses-for-the-Ears-2021.pdf>.

Nevada Department of Education: Fast ForWord is a “High-Gain Program”

Report Objectives

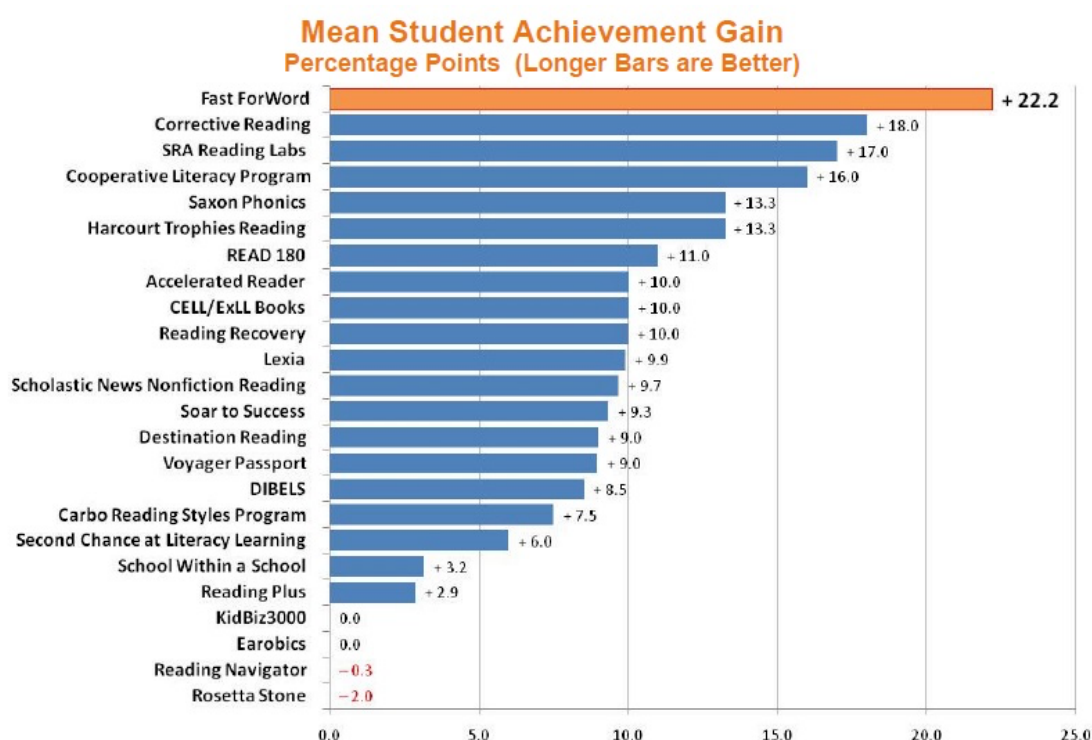
Nevada Senate Bill 185 (SB 185) funded districts to purchase and implement innovative and remedial educational programs, materials, and strategies specific to their academic needs. The Nevada Department of Education commissioned the Colorado-based Leadership and Learning Center (LLC) to conduct an in-depth evaluation of the programs that have been purchased with SB 185 grants. Their 2010 Interim Report includes a review of the performance of Fast ForWord products.

Report Conclusions

The Leadership and Learning Center used multivariate analysis to determine the impact of programs on student achievement:

“Emphasis was placed on measuring student growth toward academic proficiency and mastery using state and local assessments... The analyses were completed as a result of extensive site visits, phone interviews, and an examination of two-year sets of school cohort achievement data for Criterion-Referenced Tests (CRT) for grades three through eight and High School Proficiency Exams (HSPE) for grades nine through twelve.”

Their report concludes that Fast ForWord products increased student reading-achievement by an average of 22.2 percentage points. This was the largest average impact of all programs reviewed in the report (see figure below), and it qualified Fast ForWord as a “High-Gain Program”.



Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
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Research Design:

RCT	Randomized Controlled Trial - Two group study where participants are randomly assigned to groups.
QED	Quasi-Experimental Design - Two group study where participants are assigned to groups but not randomly. For example, students in one school or in one class form one group, students in the other school or other class form the comparison group.
IGS	Intervention Group Study (non-experimental design)
Literature Review	Overview or review of existing literature

Study Duration:

Long	more than one year
Mid	1 semester to 1 year
Short	less than 1 semester (4.5 months)

Publications:

Dissertation	reviewed by committee
MPRJ	major peer-reviewed journal
RP	reviewed by peers as part of proceedings
WP	white paper

Researchers:

Independent	Researchers are financially independent of Scientific Learning (they may be based at a university)
University	Researchers are based at a university
School-based studies	school designed study, administered all assessments and collected all data
SLC	Scientific Learning designed study, assisted with test administration or scoring

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
2003	McKenzie, A. L., Nagarajan, S. S., Roberts, T. P., Merzenich, M. M., & Byl, N. N.	Somatosensory representation of the digits and clinical performance in patients with focal hand dystonia.	American Journal of Physical Medicine and Rehabilitation, 82(10), 737-49.				
2001	Loeb D. F., Stoke C., Fey M. E.	Language Changes Associated with Fast ForWord-Language: Evidence from Case Studies.	American Journal of Speech- Language Pathology, 10: 216- 230 2001.	IGS	Short	MPRJ	Independent
2006	Friel-Patti S., DesBarres K., Thibodeau L.	Case studies of children using Fast ForWord.	American Journal of Speech- Language Pathology, 10:203- 215 2001.	IGS	Short	MPRJ	Independent
2001	Gillam R. B., Crofford J. A., Gale M.A., Hoffman L. V. M.	Language changes following computer- assisted language instruction with Fast ForWord or Laureate Learning Systems Software.	American Journal of Speech- Language Pathology, 10:231- 247 2001.	QED	Short	MPRJ	Independent
2001	Thibodeau L. M., Friel-Patti S., Britt L.	Psychoacoustic performance in children completing Fast ForWord training.	American Journal of Speech- Language Pathology, 10:248- 257 2001.	IGS	Short	MPRJ	Independent
2001	Hook P. E., Macaruso P., Jones S., and Jones S.	Efficacy of Fast ForWord training on facilitating acquisition of reading skills by children with reading difficulties—A longitudinal study.	Annals of Dyslexia, 51, 75-96 2001.	QED	Long	MPRJ	Independent
2000	Schopmeyer B., Mellon N., Dobaj H., Grant G., Niparko J. K.	Use of Fast ForWord to enhance language development in children with cochlear implants.	Annals of Otology, Rhinology, & Laryngology 109(12): 95-98. 2000.	QED	Short	MPRJ	Independent

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
1980	Tallal, P., Stark, R. E., Kallman, C., & Mellits, D.	Perceptual constancy for phonemic categories: A developmental study with normal and language impaired children.	Applied Psycholinguistics, 1(1), 49-64.				
2003	Burns, M.	Fast ForWord Products Open a Child's Window to Language.	Autism Asperger's Digest. April-March, 2003. (Condensed version available here.)				
1995	Roberts, J. E., Wallace, I.F., & Henderson, F.W.	Otitis media in young children: Medical, developmental and educational considerations.	Baltimore, MD: Paul H. Brooks Publishing Company.				
2002	Benasich, A. A., & Tallal, P.	Infant discrimination of rapid auditory cues predicts later language impairment.	Behavior and Brain Research, 136(1), 31-49.				
2010	Russo, N., Hornickel, J., Nicol, T. Zeckler, S. Kraus, N.	Biological changes in auditory function following training in children with autism spectrum disorders.	Behavioral and Brain Functions 2010, 6:60.	QED	Short	MPRJ	University
2010	Russo, N.M., Hornickel, J., Nicol, T., Zecker, S., & Kraus, N.	Biological changes in auditory function following training in children with autism spectrum disorders.	Behavioral and Brain Functions, 6(60)1-8. [Northwestern University]				
1988	Stark, R., & Tallal, P.	Language, speech and reading disorders in children: Neuropsychological studies.	Boston: College-Hill Press.				
1999	Habib, M., Espesser, R., Rey, V., Giraud, K., Bruas, P., & Gres, C.	Training dyslexics with acoustically modified speech: Evidence of improved phonological performance.	Brain & Cognition, 40(1), 143-146.				

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
2001	De Martino, S., Espesser, R., Rey, V., & Habib, M.	The "temporal processing deficit" hypothesis in dyslexia: New experimental evidence.	Brain & Cognition, 46(1-2), 104- 108.				
1992	Lincoln, A. J., Dickstein, P., Courchesne, E., Elmasian, R., & Tallal, P.	Auditory processing abilities in non-retarded adolescents and young adults with developmental receptive language disorder and autism.	Brain & Language, 43(4), 613- 622.				
2002	Rey, V., De Martino, S., Espesser, R., & Habib, M.	Temporal processing and phonological impairment in dyslexia: Effect of phoneme lengthening on order judgment of two consonants.	Brain & Language, 80(3), 576- 591.				
1980	Tallal, P.	Auditory temporal perception, phonics, and reading disabilities in children.	Brain and Language, 9(2), 182- 198.				
2008	Stevens C., Fanning J., Coch D., Sanders L., Neville H.	Neural mechanisms of selective auditory attention are enhanced by computerized training: Electrophysiological evidence from language-impaired and typically developing children.	Brain Research: Volume 1205, 18 April 2008, pages 55-69. [University of Oregon]	QED	Short	MPRJ	University
2000	Habib, M.	The neurological basis of developmental dyslexia: An overview and working hypothesis.	Brain, 123(12), 2373-2399.				
1980	Tallal, P.	Language and reading: Some perceptual prerequisites.	Bulletin of the Orton Society, 30, 170-178.				
2012	Woodrum, J, Ed.D.	Improved Academic Achievement: Fast ForWord and the Bulloch County Schools Pilot, an Independent Study.	Bulloch County Schools, Statesboro, Georgia.	IGS	Mid	WP	School- based
1997	Leonard, L.	Children with specific language impairments.	Cambridge, MA: MIT Press.				

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
1987	Werker, J. F., & Tees, R. C.	Speech perception in severely disabled and average reading children.	Canadian Journal of Psychology, 41(1), 48-61.				
1996	Fiez, J. A., Raichle, M. E., Balota, D. A., Tallal, P., & Petersen, S. E.	PET activation of posterior temporal regions during auditory word presentation and verb generation.	Cerebral Cortex, 6(1), 1-10.				
2002	McCandliss, B.D., Fiez, J.A., Protopapas, A, Conway, M, & McClelland, J.L.	Success and failure in teaching the [r]-[l] contrast to Japanese adults: Tests of a Hebbian model of plasticity and stabilization in spoken language perception.	Cognitive, Affective, & Behavioral Neuroscience, 2(2), 89-108.				
1996	Merzenich, M.M., Wright, B., Jenkins, W., Xerri, C., Byl, N., Miller, S., & Tallal, P.	Cortical plasticity underlying perceptual, motor and cognitive skill development; Implications for neurorehabilitation.	Cold Spring Harbor Symposium on Quantitative Biology, 61,1-8.				
1990	Merzenich, M. M., Recanzone, G.M., Jenkins, W. M., & Grajski, K. A .	Adaptive mechanisms in cortical networks underlying cortical contributions to learning and nondeclarative memory.	Cold Spring Harbor Symposium on Quantitative Biology 55, 873-887.				
2003	Troia G. A., Whitney S. D.	A close look at the efficacy of Fast ForWord Language for children with academic weaknesses.	Contemporary Educational Psychology, 28:464-495. 2003.	QED	Short	MPRJ	Independent
1975	Tallal, P.	Perceptual and linguistic factors in the language impairment of developmental dysphasics: An experimental investigation with the Token Test.	Cortex, 11(3), 196-205.				
1995	Miller, S. L., Delaney, T. V., & Tallal, P.	Speech and other central auditory processes: Insights from cognitive neuroscience.	Curr Opin Neurobiol, 5(2), 198-204.				

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
2003	Tallal, P.	Language learning disabilities: Integrating research approaches.	Current Directions in Psychological Science, 12(6), 206-211.				
2002	Hall S.	Final Report of the 2001-2002 Scientific Learning/ Fast Forward Program REIS02-168-2.	Dallas ISD Division of Accountability and Evaluation 2002.	QED	Mid	WP	Independent
1989	Tallal, P., Dukette, D., & Curtiss, S.	Behavioral/emotional profiles of preschool language-impaired children.	Development and Psychopathology, 1, 51-67.				
2002	Tallal, P., & Benasich, A. A.	Developmental language learning impairments.	Developmental Psychopathology, 14(3), 559-79.				
2003	Slattery, C.A.	The impact of a computer-based training system on strengthening phonemic awareness and increasing reading ability level.	Doctor of Education dissertation, Widener University. [Widener University]	RCT	Mid	Dissertation	Independent
2004	Marion G. G.	An Examination of the Relationship Between Students' Use of the Fast ForWord Reading Program and Their Performance on Standardized Assessments in Elementary Schools.	Doctor of Education dissertation. [East Tennessee State University] http://etd-submit.etsu.edu/etd/theses/available/etd-0331104-180636/2004 .	QED	Long	Dissertation	Independent
2010	Rogowsky, B.	The Impact of Fast ForWord® on Sixth Grade Students' Use of Standard Edited American English.	Doctor of Education dissertation. [Wilkes University.]	RCT	Short	Dissertation	University
2004	Rouse C. E., Krueger A. B.	Putting computerized instruction to the test: a randomized evaluation of a "scientifically based" reading program5.	Economics of Education Review 23: 323–338. 2004.	RCT	Mid	MPRJ	Independent

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
2004	Pokorni J.I., Worthington C. K., Jamison P. J.	Phonological Awareness Intervention: Comparison of Fast ForWord, Earobics, and LiPS.	Educational Research 97: 2004.	QED	Long	MPRJ	Independent
2003	Baenen N.	E&R Report No.03.24. Fast ForWord Evaluation, 2002 – 03.	Eye on Evaluation, http://www.wcpss.net/evaluation-research/reports/2003/0324fastforward2003.pdf .	QED	Short	WP	Independent
2003	Rubenstein, J. L., & Merzenich, M. M.	Model of autism: Increased ratio of excitation/inhibition in key neural systems.	Genes Brain Behavior, 2(5), 255-67.				
2006	Borman G., Benson J.	Can Brain Research and Computers Improve Literacy? A Randomized Field Trial of the Fast ForWord Language Computer-Based Training Program.	http://www.wceruwnet/publications/workingPapers/Working_Paper_No_2006_05pdf 2006.	RCT	Short	WP	Independent
1998	Nagarajan, S. S., Wang, X., Merzenich, M. M., Schreiner, C. E., Johnston, P., Jenkins, W., Miller, S., & Tallal, P.	Speech modifications algorithms used for training language-learning impaired children.	IEEE Transactions on Rehabilitation Engineering, 6(3), 257-268.				
1995	Merzenich, M. M. & Jenkins, W. M	Cortical plasticity, learning, and learning dysfunction.	In B. Julesz & I. Kovacs, Maturational windows and adult cortical plasticity (pp. 247- 272). Santa Fe, NM: Addison- Wesley.				

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
1997	Tallal, P., Allard, L., Miller, S., & Curtiss, S.	Academic outcomes of language impaired children.	In C. Hulne & M. Snowling (Eds.), Dyslexia; Biology, cognition and intervention (pp 167-181). London: Whurr Press.				
2000	Ribary, U., Joliot, M., Miller, S. L., Kronberg, E., Cappell, J., Tallal, P., & Llinas, R.	Cognitive temporal binding and its relation to 40Hz activity in humans: Alteration during dyslexia.	In C.C. Wood, Y. Okada, & C. Aine, (Eds.), Advances in biomagnetism. NY: Springer- Verlag.				
2003	Morlet T., Norman M., Ray B., Berlin C.I.	Fast ForWord: Its scientific basis and treatment effects on the human efferent auditory system.	In C.I. Berlin & T.G. Weyland (Eds.). The Brain and Sensory Plasticity: Language Acquisition and Hearing. Delmar Learning: Clifton Park, NY.	QED	Short	RP	University, Independent
1995	Miller, S. L., & Tallal, P.	A behavioral neuroscience approach to developmental language disorders: Evidence for a rapid temporal processing deficit.	In D. Cicchetti & D. J. Cohen (Eds.), Developmental psychopathology: Risk, disorder, and adaptation (Vol. 2, pp. 274-298). NY: Wiley.				
1999	Tallal, P.	Moving research from the laboratory to clinics and classrooms.	In D. Drake (Ed.), Reading and attention disorders: Neurobiological correlates (pp. 93-112). Baltimore, MD: York Press.				

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1995	Fellbaum, C., Miller, S., Curtiss, S., & Tallal, P.	An auditory processing deficit as a possible source of SLI.	In D. McLaughlin & S. McEwen (Eds.), Proceedings of the 20th annual Boston University conference on language development (pp. 204-215). Somerville, MA: Cascadilla Press.				
2000	Tallal P.	Experimental studies of language learning impairments: From Research to remediation.	In D.M.V. Bishop & L. B. Leonard (Eds.), Speech and language impairments in children: Causes, characteristics, intervention and outcome (pp. 131-155). Hove, AK: Psychology Press.	IGS	Short	MPRJ	University
2002	Talcott, J. B., & Witton, C.	A sensory-linguistic approach to normal and impaired reading development.	In E. Witruk, A. D. Friederici, & et. al. (Eds.), Basic functions of language, reading and reading disability (pp. 213-240). Dordrecht, Netherlands: Kluwer Academic Publishers.				
1987	Tallal, P.	Developmental dysphasia.	In G. Adelman (Ed.), Encyclopedia of Neuroscience (Vol. 1, pp. 351-353). Boston: Birkhauser.				

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
1999	McClelland, J. L., Thomas, A.G., McCandliss, B. D., & Fiez, J. A.	Understanding failures of learning: Hebbian learning, competition for representational space, and some preliminary experimental data.	In J. A. Reggia & D. Glanzman (Eds.), Progress in brain research, volume 121, disorders of brain, behavior and cognition: The neurocomputational perspective (pp. 75-80). Amsterdam: Elsevier.				
1998	Merzenich, M. M., Tallal, P., Peterson, B., Miller, S. L., & Jenkins, W. M.	Some neurological principles relevant to the origins of - and the cortical plasticity based remediation of - language learning impairments.	In J. Grafman & Y. Christen (Eds.), Neuroplasticity: Building a bridge from the laboratory to the clinic (pp. 169-187). Amsterdam: Elsevier.				
2006	Adams, M.J.	The promise of automatic speech recognition for fostering literacy growth in children and adults.	In M.C. McKenna, L.D. Labbo, R.D. Kieffer, & D. Reinking (Eds.), International Handbook of Literacy and Technology, Volume 2. Mahwah, NJ: Lawrence Erlbaum Associates.	QED	Short	WP	SLC
1991	Merzenich, M. M., Allard, T., & Jenkins, W. M.	Neural ontogeny of higher brain function; Implications of some recent neurophysiological findings.	In O. Franzén & P. Westman (Eds.), Information processing in the somatosensory system (pp. 293-211). London: MacMillan Press.				

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
1994	Merzenich, M. M., & Jenkins, W. M.	Cortical representation of learned behaviors.	In P. Anderson, O. Hvalby, O. Paulsen & B. Hokfelt (Eds.), Memory concepts (pp. 437-453). Amsterdam: Elsevier.				
1993	Farmer, M. E., & Klein, R.	Auditory and visual temporal processing in dyslexic and normal readers.	In P. Tallal, A. M. Galaburda, R. R. Llinás, & C. von Euler.(Eds.), Temporal information processing in the nervous system: Special reference to dyslexia and dysphasia(pp. 339-341). New York: The New York Academy of Sciences.				
1996	Merzenich, M. M., & DeCharms, R. C.	Neural representations, experience and change.	In R. Llinas & P. Churchland (Eds.), The mind-brain continuum (pp. 61-81). Boston: MIT Press.				
1980	Tallal, P.	Perceptual requisites for language.	In R. Schiefelbusch (Ed.), Non-speech language and communication (pp. 449-467). Baltimore, MD: University Park Press.				
1987	Eimas, P. D., Miller, J. L., & Jusczyk, P. W.	On infant speech perception and the acquisition of language.	In S. Harnad (Ed.), Categorical perception: The groundwork of cognition. (pp. 161-195). New York: Cambridge University Press.				

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
1996	Merzenich, M., Spengler, F., Byl, N., Wang, X., & Jenkins, W.	Representational plasticity underlying learning: Contributions to the origins and expressions of neurobehavioral disabilities.	In T. Ono, B.L. McNaughton, S. Molotchnikoff, E.T. Rolls, & H. Nishijo (Eds.), Perception, memory and emotion: Frontiers in neuroscience. Oxford, UK: Elsevier.				
1996	Benasich, A. A., & Tallal, P.	Auditory temporal processing thresholds, habituation, and recognition memory over the 1st year.	Infant Behavior & Development, 19(3), 339-357.				
2002	Habib, M., Rey, V., Daffaure, V., Camps, R., Espesser, R., Joly- Pottuz, B., & Demonet, J.-F.	Phonological training in children with dyslexia using temporally modified speech: a three- step pilot investigation.	International Journal of Language and Communication Disorders, 30(3): 289-308.	QED	Short	WP	Independent , University
1995	Tallal, P., Miller, S., & Fitch, R. H.	Neurobiological basis of speech: A case for the preeminence of temporal processing.	Irish Journal of Psychology, 16(3), 194-219.				
2001	Poldrack, R. A., Temple, E., Protopapas, A., Nagarajan, S., Tallal, P., Merzenich, M., & Gabrieli, J. D.	Relations between the neural bases of dynamic auditory processing and phonological processing: Evidence from fMRI.	Journal of Cognitive Neuroscience, 13(5), 687-97.				

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
2002	Witton, C., Stein, J. F., Stoodley, C. J., Rosner, B. S., & Talcott, J. B.	Separate influences of acoustic AM and FM sensitivity on the phonological decoding skills of impaired and normal readers.	Journal of Cognitive Neuroscience, 14(6), 866-874.				
2002	Houde, J. F., Nagarajan, S. S., Sekihara, K., & Merzenich, M. M.	Modulation of the auditory cortex during speech: An MEG study.	Journal of Cognitive Neuroscience, 14(8), 1125-38.				
1993	Neville, H. J., Coffey, S. A., Holcomb, P. J., & Tallal, P.	The neurobiology of sensory and language processing in language-impaired children.	Journal of Cognitive Neuroscience, 5(2), 235-253.				
1995	Kraus, N., McGee, T., Carrell, T. D., King, C., & et al.	Central auditory system plasticity associated with speech discrimination training.	Journal of Cognitive Neuroscience, 7(1), 25-32.				
1995	Fiez, J. A., Raichle, M. E., Miezin, J. D. E., Petersen, S. E., Tallal, P., & Katz, W. F.	PET studies of auditory and phonological processing: Effects of stimulus characteristics and task demands.	Journal of Cognitive Neuroscience, 7(3), 357-375.				
1989	Reed, M. A.	Speech perception and the discrimination of brief auditory cues in reading disabled children.	Journal of Experimental Child Psychology, 48(2), 270-292.				
1997	Mody, M., Studdert-Kennedy, M., & Brady, S.	Speech perception deficits in poor readers: Auditory processing or phonological coding?	Journal of Experimental Child Psychology, 64(2), 199-231.				

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
1999	Denenberg, V. H.	A critique of Mody, Studdert-Kennedy, and Brady's "Speech perception deficits in poor readers: Auditory processing or phonological coding?".	Journal of Learning Disabilities, 32(5), 379-383.				
2000	Studdert-Kennedy, M., Mody, M., & Brady, S.	Speech perception deficits in poor readers: A reply to Denenberg's critique.	Journal of Learning Disabilities, 33(4), 317-321.				
1992	Recanzone, G. H., M. M. Merzenich, et al.	Changes in the distributed temporal response properties of SI cortical neurons reflect improvements in performance on a temporally based tactile discrimination task.	Journal of Neurophysiology, 47(5), 1071-1090.				
1992	Recanzone, G. H., Jenkins, W. M., Hradek, G. T., & Merzenich, M. M.	Progressive improvement in discriminative abilities in adult owl monkeys performing a tactile frequency discrimination task.	Journal of Neurophysiology, 67(5), 1015-30.				
2002	Nagarajan, S. S., Cheung, S. W., Bedenbaugh, P., Beitel, R. E., Schreiner, C. E., & Merzenich, M. M.	Representation of spectral and temporal envelope of twitter vocalizations in common marmoset primary auditory cortex.	Journal of Neurophysiology, 87(4), 1723-37.				
2002	Hickmott, P. W. & Merzenich, M. M.	Local circuit properties underlying cortical reorganization.	Journal of Neurophysiology, 88(3), 1288-301.				
2002	Blake, D. T., & Merzenich, M. M.	Changes of AI receptive fields with sound density.	Journal of Neurophysiology, 88(6), 3409-20.				

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
2003	Garabedian, C. E., Jones, S. R., Merzenich, M. M., Dale, A., & Moore, C. I.	Band-pass response properties of rat SI neurons.	Journal of Neurophysiology, 90(3), 1379-91.				
2003	Linden, J. F., Liu, R.C., Sahani, M., Schreiner, C. E., & Merzenich, M. M.	Spectrotemporal structure of receptive fields in areas AI and AAF of mouse auditory cortex.	Journal of Neurophysiology, 90(4), 2660-75.				
1993	Recanzone, G. H., Schreiner, C. E., & Merzenich, M. M.	Plasticity in the frequency representation of primary auditory cortex following discrimination training in adult owl monkeys.	Journal of Neuroscience, 13(1), 87-103.				
1997	Wright, B. A., Buonomano, D. V., Mahncke, H. W., & Merzenich, M. M.	Learning and generalization of auditory temporal-interval discrimination in humans.	Journal of Neuroscience, 17(10), 3956-63.				
2003	Bao, S., Chang, E. F., Davis, J. D., Gobeske, K. T., & Merzenich, M. M.	Progressive degradation and subsequent refinement of acoustic representations in the adult auditory cortex.	Journal of Neuroscience, 23(34), 10765-75.				
1980	Tallal, P.	Language disabilities in children: A perceptual or linguistic deficit?	Journal of Pediatric Psychology, 5(2), 127-140.				
1979	Thibodeau, L. M., & Sussman, H. M.	Performance on a test of categorical perception of speech in normal and communication disordered children.	Journal of Phonetics, 7(4), 375- 391.				
1990	Rissman, M., Curtiss, S., & Tallal, P.	School placement outcomes of young language impaired children.	Journal of Special Language Pathology and Audiology, 14(2), 49-58.				

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
1981	Stark, R. E., & Tallal, P.	Selection of children with specific language deficits.	Journal of Speech & Hearing Disorders, 46(2), 114-122.periodical				
1988	Elliott, L. L., & Hammer, M. A.	Longitudinal changes in auditory discrimination in normal children and children with language-learning problems.	Journal of Speech & Hearing Disorders, 53(4), 467-474.				
1981	Tallal, P., Stark, R., Kallman, C., & Mellits, D.	A reexamination of some nonverbal perceptual abilities of language-impaired and normal children as a function of age and sensory modality.	Journal of Speech & Hearing Research, 24(3), 351-357.				
1976	Tallal, P.	Rapid auditory processing in normal and disordered language development.	Journal of Speech and Hearing Research, 19(3), 561-571.				
2003	Flax, J.F., Realpe-Bonilla, T., Hirsch, L., Brzustowicz, L.M., Bartlett, C.W., & Tallal, P.	Specific language impairment in families: Evidence for co-occurrence with reading impairments.	Journal of Speech, Language and Hearing Research, 46, 530-543.				
1999	Bishop, D. V. M., Bishop, S. J., Bright, P., James, C., Delaney, T., & Tallal, P.	Different origin of auditory and phonological processing problems in children with language impairment: Evidence from a twin study.	Journal of Speech, Language, & Hearing Research, 42(1), 155-168.				

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
2005	Cohen W., Hodson A., O'Hare A., Boyle J., Durrani T., McCartney E., Matthey M., Naftalin L., Watson J.	Effects of Computer-Based Intervention Through Acoustically Modified Speech (Fast ForWord) in Severe Mixed Receptive—Expressive Language Impairment: Outcomes From a Randomized Controlled Trial.	Journal of Speech, Language, and Hearing Research 48: 715-729. 2005.	RCT	Short	MPRJ	Independent
2008	Gillam, R. B., Frome Loeb, D., Hoffman, L. M., Bohman, T., Gamplin, C. A., Thibodeau, L., Widen, J., Brandel, J., & Friel-Patti, S.	The efficacy of Fast ForWord Language intervention in school-age children with language impairment: A randomized controlled trial.	Journal of Speech, Language, and Hearing Research, 51, 97-119.	RCT	Long	MPRJ	Independent
2003	Liu, R.C., Miller, K. D., Merzenich, M. M., & Schreiner, C. E.	Acoustic variability and distinguishability among mouse ultrasound vocalizations.	Journal of the Acoustic Society of America, 114(6 Pt 1), 3412-22.				
1979	Stark, R. E., & Tallal, P.	Analysis of stop consonant production errors in developmentally dysphasic children.	Journal of the Acoustic Society of America, 66(6), 1703-12.				
1981	Tallal, P., & Stark, R. E.	Speech acoustic-cue discrimination abilities of normally developing and language-impaired children.	Journal of the Acoustic Society of America, 69, 568-574.				
1993	Benasich, A. A., Curtiss, S., & Tallal, P.	Language, learning, and behavioral disturbances in childhood: A longitudinal perspective.	Journal of the American Academy of Child & Adolescent Psychiatry, 32(3), 585-594.				

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
1999	Veale, T. K.	Targeting temporal processing deficits through Fast ForWord(R): Language therapy with a new twist.	Language, Speech, & Hearing Services in Schools, 30(4), 353-362.				
1999	Gillam, R. B.	Treatment for temporal processing deficits: Computer-assisted language intervention using Fast ForWord(R): Theoretical and empirical considerations for clinical decision-making.	Language, Speech, & Hearing Services in Schools, 30(4), 363-370.				
2003	Tallal, P. & Miller, S.L.	How the brain learns to read.	Middle Matters, 12(1), 7.				
1995	Wang, X., Merzenich, M.M., Sameshima, K., & Jenkins, W.M.	Remodeling of hand representation in adult cortex determined by timing of tactile stimulation.	Nature, 378, 71-75.				
1997	Wright, B.A., Lombardino, L.J., King, W.M., Puranik, C.S., Leonard, C.M., & Merzenich, M.M.	Deficits in auditory temporal and spectral resolution in language-impaired children.	Nature, 387(6629), 176-178.				
2003	Zhang, L. I., Tan, A. Y., Schreiner, C. E., & Merzenich, M. M.	Topography and synaptic shaping of direction selectivity in primary auditory cortex.	Nature, 424(6945), 201-5.				
1975	Tallal, P., & Piercy, M.	Developmental aphasia: The perception of brief vowels and extended stop consonants.	Neuropsychologia, 13, 69-74.				
1980	Tallal, P., Stark, R. E., Kallman, C., & Mellits, D.	Developmental dysphasia: Relation between acoustic processing deficits and verbal processing.	Neuropsychologia, 18(3), 273-284.				

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1980	Frumkin, B., & Rapin, I.	Perception of vowels and consonant-vowels of varying duration in language impaired children.	Neuropsychologia, 18(4-sup-5), 443-454.				
1990	Jenkins, W. M., Merzenich, M. M., & Recanzone, G.	Neocortical representational dynamics in adult primates: Implications for neuropsychology.	Neuropsychologia, 28(6), 573-84.				
2001	Temple, E., Poldrack, R. A., Salidis, J., Deutsch, G. K., Tallal, P., Merzenich, M. M., & Gabrieli, J. D.	Disrupted neural responses to phonological and orthographic processing in dyslexic children: An fMRI study.	Neuroreport, 12(2), 299-307.				
1999	Talcott, J. B., Witton, C., McClean, M., Hansen, P. C., Rees, A., Green, G. G. R., & Stein, J. F.	Can sensitivity to auditory frequency modulation predict children's phonological and reading skills?	Neuroreport: For Rapid Communication of Neuroscience Research, 10(10), 2045-2050.				
1996	Hari, R., & Kiesila, P.	Deficit of temporal auditory processing in dyslexic adults.	Neuroscience Letters, 205(2), 138-40.				
1993	Merzenich, M. M., Schreiner, C., Jenkins, W., & Wang, X.	Neural mechanisms underlying temporal integration, segmentation, and input sequence representation: Some implications for the origin of learning disabilities.	New York Academy of Sciences, 682, 1-22.				
1993	Tallal, P., Miller, S., & Fitch, R. H.	Neurobiological basis of speech: A case for the preeminence of temporal processing.	New York Academy of Sciences, 682, 27-47.				

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1993	Tallal, P., Galaburda, A. M., Llinas, R. R., & von Euler, C. [Eds.].	Temporal information processing in the nervous system: Special reference to dyslexia and dysphasia.	New York Academy of Sciences. (Vol. 682).				
1997	Protopapas, A., Ahissar, M., & Merzenich, M. M.	Auditory processing deficits in adults with a history of reading difficulties.	Paper presented at the 1997 Annual Meeting of Society for Neuroscience, New Orleans, LA.				
1999	Burns, M. S.	Access to reading: The language to literacy link.	Paper presented at the Learning Disabilities Association Conference.				
1982	Alexander, D. W., & Frost, B. P.	Decelerated synthesized speech as a means of shaping speed of auditory processing of children with delayed language.	Perceptual & Motor Skills, 55(3, Pt 1), 783-792.				
2008	Krumpe J., Harlow S.	Effects of a Computer-Assisted Language Intervention in a Rural Nevada Center.	Perceptual Motor Skills: 2008, 106, 679-689.	QED	Short	MPRJ	University
2000	Tallal P.	The science of literacy: From the laboratory to the classroom.	PNAS 97(6): 2402-2404 2000.	IGS	Short	MPRJ	University
2003	Beitel, R.E., Schreiner, C. E., Cheung, S. W., Wang, X., & Merzenich, M. M.	Reward-dependent plasticity in the primary auditory cortex of adult monkeys trained to discriminate temporally modulated signals.	PNAS U S A, 100(19), 11070-5.				
2000	Talcott, J. B., Witton, C., McLean, M. F., Hansen, P. C., Rees, A., Green, G. G., & Stein, J. F.	Dynamic sensory sensitivity and children's word decoding skills.	PNAS U S A, 97(6), 2952-7.				

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2001	Ahissar, M.	Perceptual training: A tool for both modifying the brain and exploring it.	PNAS U S A, 98(21), 11842-3.				
2002	Blake, D. T., Strata, F., Churchland, A. K., & Merzenich, M. M.	Neural correlates of instrumental learning in primary auditory cortex.	PNAS U S A, 99(15), 10114-9.				
2002	Zhang, L. I., Bao, S., & Merzenich, M. M.	Disruption of primary auditory cortex by synchronous auditory inputs during a critical period.	PNAS U S A, 99(4), 2309-14.				
2002	Kilgard, M. P. & Merzenich, M. M.	Order-sensitive plasticity in adult primary auditory cortex.	PNAS U S A, 99(5), 3205-9.				
2003	Bao, S., Chan, V.T., Zhang, L. I., & Merzenich, M. M.	Suppression of cortical representation through backward conditioning.	PNAS U S, 100(3), 1405-8.				
2003	Temple E., Deutsch G. K., Poldrack R. A., Miller S. L., Tallal P., Merzenich M. M., and Gabrieli J. D. E.	Neural deficits in children with dyslexia ameliorated by behavioral remediation: Evidence from functional MRI.	PNAS, 100(5), 2860-2865.* [Stanford University] * Scientific Learning personnel who co-authored this study were involved in designing and planning the study, but were not involved in the implementation of the study: assessing the students, analyzing the results, or reporting the results.	QED	Short	MPRJ	Independent

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
2000	Ahissar, M., Protopapas, A., Reid, M., & Merzenich, M.M.	Auditory processing parallels reading abilities in adults.	PNAS, 97, 6832-6837.				
2000	Temple, E., Poldrack, R. A., Protopapas, A., Nagarajan, S., Salz, T., Tallal, P., Merzenich., M. M., & Gabrieli, J. D. E.	Distruption of the neural response to rapid acoustic stimuli in dyslexia: Evidence from functional MRI.	PNAS, 97(35), 13907-13912.* [Northwestern University] * Scientific Learning personnel who co-authored this study were involved in designing and planning the study, but were not involved in the implementation of the study: assessing the students, analyzing the results, or reporting the results.				
1999	Nagarajan, S., Mahncke, H., Salz, T., Tallal, P., Roberts, T., & Merzenich, M. M.	Cortical auditory signal processing in poor readers.	PNAS, USA, 96, 6483-6488.				
1991	Tallal, P., Sainburg, R. L., & Jernigan, T.	The neuropathology of developmental dysphasia: Behavioral, morphological, and physiological evidence for a pervasive temporal processing disorder.	Reading & Writing, 3(3-4), 363- 377.				

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2004	Troia G. A.	Migrant Students with Limited English Proficiency: Can Fast ForWord Language TM Make a Difference in Their Language Skills and Academic Achievement?	Remedial and Special Education, Vol 25 2004.	QED	Short	MPRJ	Independent
2011	Boets, B., Vandermosten, M., Poelmans, H., Luts, H., Wouters, J., & Ghesquiere, P.	Preschool impairments in auditory processing and speech perception uniquely predict future reading problems.	Research in Developmental Disabilities 32: 560-570.				
2007	Lakshminarayanan K., Tallal P.	Generalization of non-linguistic auditory perceptual training to syllable discrimination.	Restorative Neurology and Neuroscience 25 (2007) 263–272. IOS Press.	RCT	Short	MPRJ	University
2007	Gaab N., Gabrieli J. D. E, Deutsch G. K., Tallal P., Temple E.	Neural correlates of rapid auditory processing are disrupted in children with developmental dyslexia and ameliorated with training: An fMRI study.	Restorative Neurology and Neuroscience, 25: 295-310. [Harvard Medical School / Massachusetts Institute of Technology]	QED	Short	MPRJ	Independent
1998	Tallal, P., M. Merzenich, et al.	Language learning impairment: Integrating research and remediation.	Scandinavian Journal of Psychology, 39(3), 197-9.				
1980	Schwartz, J., & Tallal, P.	Rate of acoustic change may underlie hemispheric specialization for speech perception.	Science, 207(4437), 1380-1381.				
1996	Tallal P, Miller S. L., Bedi G., Byma G., Wang X., Nagarajan S. S., Schreiner C., Jenkins W. M., Merzenich M. M.	Language comprehension in language-learning impaired children improved with acoustically modified speech.	Science, 271, 81-84. [Rutgers University / University of California, San Francisco (studies completed before the founding of Scientific Learning)]	QED	Short	MPRJ	SLC but peer-reviewed

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
1996	Merzenich, M. M., Jenkins, W. M., Johnston, P., Schreiner, C., Miller, S. L., & Tallal, P.	Temporal processing deficits of language-learning impaired children ameliorated by training.	Science, 271(5245), 77-81. [Northwestern University]				
1998	Kilgard, M. P., & Merzenich, M. M.	Cortical map reorganization enabled by nucleus basalis activity [see comments].	Science, 279(5357), 1714-8.				
2003	Chang, E. F., & Merzenich, M. M.	Environmental noise retards auditory cortical development.	Science, 300(5618), 498-502.				
2004	Deppeler J. M., Taranto A. M., Bench J.	Language and Auditory Processing Changes Following Fast ForWord.	The Australian and New Zealand Journal of Audiology, 26(2): 94–109. 2004.	IGS	Short	MPRJ	Independent
2010	Strong, G. K., Torgerson, C. J., Torgerson, D., & Hulme, C.	A systematic meta-analytic review of evidence for the effectiveness of the 'Fast ForWord' language intervention program.	The Journal of Child Psychology and Psychiatry.	Literature Review	n/a	MPRJ	Independent
1998	Snow, C.E., Burns, M.S., Griffin, P.	Preventing reading difficulties in young children.	Washington, D.C.: National Academy Press.				
1999	Miller S. I., Merzenich M. M., Tallal P., DeVivo K., LaRossa K., Linn N., Pycha A., Peterson B. E., Jenkins W. M.	Fast ForWord Training in Children with Low Reading Performance.	Nederlandse vereniging voor Lopopedie en Foniatrie: Jaarcongres Auditieve Vaardigheden en Spraak-taal 1999.	RCT	Short	RP	SLC but peer-reviewed
1997	Scientific Learning Corporation	Improved Language Skills by Children with Low Reading Performance who used Fast ForWord Language.	MAPS for Learning: Product Report 3(1): 1-13. 1997.				

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2006	Albany County School District	Improved Language Skills by Students in the Albany County School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(22): 1-5. 2006.	IGS	Short	WP	School-based
2008	Albany County School District.	Improved Language Skills by Students in the Albany County School District who used Fast ForWord Products 2006-2007.	MAPS for Learning: Educator Reports, 12(5): 1-5. 2008.	IGS	Mid	WP	School-based
2004	Albuquerque School District	Improved Language and Reading Skills by Students in the Albuquerque School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(33): 1-5. 2004.	IGS	Short	WP	School-based
2006	Amarillo Independent School District	Improved Reading Skills by High School Students in the Amarillo Independent School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(34): 1-5. 2006.	IGS	Short	WP	School-based
2004	Anne Arundel County Public Schools	Improved Reading Skills by Students in the Anne Arundel County Public Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 9(4): 1-5. 2004.	IGS	Short	WP	School-based
2010	Ashtabula School District.	54% of students at Ashtabula Area City Schools improved OAT levels.	Scientific Learning: Educator Briefings. July, 2010.	IGS	Short	WP	School-based
2004	Bay District Schools	Improved Reading Achievement by Students in the Bay District Schools in Florida who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(27): 1-4. 2004.	IGS	Short	WP	School-based
2008	Bedford Area School District.	Students in Bedford, PA, improved reading skills an average of 9 months in less than 6 months of product use.	MAPS for Learning: Educator Briefings. November, 2008.	IGS	Mid	WP	School-based

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2008	BerCon Ltd.	Improved Language Skills by Students in the Bermuda who used Fast ForWord Products through BerCon Ltd.	MAPS for Learning: Educator Reports, 12(6): 1-5. 2008.	IGS	Long	WP	School-based
2004	Berlin School District	Improved Cognitive and Early Reading by Students in the Berlin School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(31): 1-5. 2004.	QED	Short	WP	School-based
2004	Boone County School District	Improved Language and Reading Skills by Students in the Boone County School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(17): 1-7. 2004.	IGS	Short	WP	School-Based
2006	Boone County School District	Improved Reading Skills by Students in Boone County School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(15): 1-7. 2006.	QED	Short	WP	School-based
2007	Boone County School District	Boone County School District Makes Gains in Academic Skills.	MAPS for Learning: Educator Briefings. 2007.	IGS	Mid	WP	School-based
2007	Boone County School District	Improved Early Reading Skills by Students in Boone County School District who used Fast ForWord Language – A Comparison of 30- and 50-Minute Protocols.	MAPS for Learning: Educator Reports, 11(18): 1-6. 2007.	QED	Short	WP	SLC
2007	Boone County School District and El Campo Independent School District	Improved Reading Fluency Skills by Students who used the Fast ForWord Language to Reading Product.	MAPS for Learning: Educator Reports, 11(19): 1-5. 2007.	QED	Short	WP	SLC
2013	Boone County School District.	High school students in Kentucky improve ACT Reading scores after Reading Assistant use.	Scientific Learning Research Briefings: 17(7).	IGS	Mid	WP	School-based

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2004	Brainerd School District	Improved Language Skills by Students in Brainerd School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(29): 1-5. 2004.	QED	Short	WP	School-based
2006	Bridges Academy	Improved Reading Skills by Students in Bridges Academy who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(14): 1-7. 2006.	IGS	Short	WP	School-based
2009	Bridges Academy. Scientific Learning Corporation.	Improved Reading Skills by Students at Bridges Academy who used Fast ForWord and Reading Assistant Products.	Scientific Learning: Research Reports, 13 (6): 1-5. 2009.	IGS	Mid	WP	School-based
2008	Bulloch County School District.	Improved Reading Achievement by Students in the Bulloch County School District who used Fast ForWord Products.	MAPS for Learning; Educator Reports, 13(3): 1-7. 2008.	IGS	Short	WP	School-based
2005	Burlington Area School District	Improved Reading Achievement by Students in the Burlington Area School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(12): 1-7. 2005.	IGS	Short	WP	School-based
2007	California School District	Nearly One Year of Reading Gain after Nine Weeks on Fast ForWord to Reading 3 for 30 Minutes per Day.	MAPS for Learning: Educator's Briefing. July 2007.	IGS	Mid	WP	SLC
2004	California, Pennsylvania, and Texas School Districts	Improved Language and Reading Skills by Students at Title I Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(16): 1-8. 2004.	IGS	Short	WP	School-based
2006	Cattaraugus-Allegany-Erie-Wyoming BOCES	Improved Reading Skills by Students in the Cattaraugus-Allegany-Erie-Wyoming BOCES who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(26)1-5. 2006.	IGS	Short	WP	School-based

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2007	Cattaraugus-Allegany-Erie-Wyoming BOCES	Improved Reading Skills by Students in the Cattaraugus-Allegany-Erie-Wyoming BOCES who used Fast ForWord Products 2006-2007.	MAPS for Learning: Educator Reports, 11(25): 1-6. 2007.	IGS	Mid	WP	School-based
2004	Centerville Elementary School	Reading Skills Improved by Students at Centerville Elementary School who used Fast ForWord to Reading 3.	MAPS for Learning: Educator Reports, 8(2): 1-5. 2004.	IGS	Short	WP	School-based
2012	Chamberlain School District	Improved Reading Skills by Students in the Chamberlain School District who used Fast ForWord® Products: 2008-2011.	Scientific Learning: Research Reports, 16(5)1-5	IGS	Mid	WP	School-based
2004	Cherry Hill Public School District	Improved Language and Early Reading Skills by Students at Cherry Hill Public School District in New Jersey who used Fast ForWord Language.	MAPS for Learning: Educator Reports, 8(4): 1-5. 2004.	QED	Short	WP	School-based
2009	Christian County Public Schools.	Improved Reading Skills by Students in Christian County Public Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 13(2): 1-10. 2009.	IGS	Mid	WP	School-based
2005	Christina School District	Improved Academic Achievement by Students in Christina School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 9(7): 1-10. 2005.	IGS	Long	WP	School-based
2011	Clark County School District.	Improved Reading Achievement by Students in the Clarke County School District who used Fast ForWord® Products: 2006 - 2011.	MAPS for Learning; Educator Reports 15(4): 1-8.	QED	Long	WP	School-based
2009	Clarke County School District.	Improved Reading Achievement by Students in the Clarke County School District who used Fast ForWord Products: 2006 - 2008.	MAPS for Learning: Educator Reports, 13(1): 1-10. 2009.	QED	Mid	WP	School-based

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2010	Cleveland Heights- University Heights City School District.	Improved Reading Achievement by Students in the Cleveland Heights – University Heights City School District who used Fast ForWord® Products: 2009-2010.	Scientific Learning: Research Reports. 14(5): 1-8. 2010.	QED	Mid	WP	School-based
2005	Clover Park School District 400	Improved Language and Reading Skills by Students in Clover Park School District 400 who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 9(6): 1-7. 2005.	IGS	Short	WP	School-based
2004	Cobb County School District	Improved Reading Skills by Students at the Cobb County School District in Georgia who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(5): 1-5. 2004.	QED	Short	WP	School-based
2005	Columbia School District	Improved Reading Skills by Students in the Columbia School District who used Fast ForWord Products.	MAPS for Learning, Educator Reports, 9(36): 1-8. 2005.	IGS	Short	WP	School-based
2012	Craven County Schools.	Improved Reading Achievement by Students in the Craven County Schools who used Fast ForWord® Products: 2009-2011.	Scientific Learning: Research Reports, 16(12)1-10.	QED	Long	WP	School-based
2005	Dallas Independent School District	Improved Reading Skills by Students in the Dallas Independent School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 9(34): 1-6. 2005.	IGS	Short	WP	School-based
2005	Dallas Independent School District	Struggling readers in Dallas ISD gain 2. grade levels.	MAPS for Learning: Educator Briefings. 2005.	IGS	Short	WP	School-based
2006	Dallas Independent School District	Improved Reading Skills by Students in the Dallas Independent School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(2): 1-8. 2006.	IGS	Short	WP	School-based

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2006	Dallas Independent School District	Significant Gains in Reading for Second Language Learners and Special Education Students using Fast ForWord Software: Dallas Independent School District.	MAPS for Learning: Educator Reports, 10(9): 1-7. 2006.	IGS	Short	WP	School-based
2008	Dallas Independent School District.	Decreasing the Achievement Gap: Improved Reading Skills by Struggling Readers in the Dallas Independent School District who used Fast ForWord Products: A Four Year Longitudinal Study.	MAPS for Learning: Educator Reports, 12(1): 1-9. 2008.	IGS	Long	WP	School-based
2009	Dallas Independent School District.	Improvements in Reading Achievement by Students in the Dallas Independent School District who used Fast ForWord Products and/or Reading Assistant Products: 2007 - 2008.	Scientific Learning: Research Reports, 13(8): 1-8. 2009.	IGS	Long	WP	School-based
2009	Danville Area School District.	Students in the Danville Area School District increased reading skills by 1 year and 4 months.	MAPS for Learning: Educator Briefings. December, 2009.	IGS	Mid	WP	School-based
2009	Davenport Community Schools.	Improved Reading Skills by Students in the Davenport Community Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 13(4): 1-9. 2009.	IGS	Long	WP	School-based
2009	Davenport Community Schools.	Preschoolers in Davenport, IA, improve language skills from 36th to 59th percentile.	MAPS for Learning: Educator Briefings. February 2009.	RCT	Long	WP	School-based
2012	Davenport Community Schools.	Preschoolers in Davenport, IA, improve language skills from 41st to 62nd percentile.	MAPS for Learning: Educator Briefings 16(3). February 2012.	RCT	Long	WP	School-based

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2009	Deer Valley Unified School District.	Improved English Language Skills by Students in the Deer Valley Unified School District who used Fast ForWord Products: 2008- 2009.	Scientific Learning: Research Reports, 13(12): 1-5. 2009.	IGS	Short	WP	School-based
2013	Downington Area School District.	33% of Fast ForWord participants at Downington Area School District increase PSSA Reading Level.	Scientific Learning: Educator Briefings: 17(8).	IGS	Mid	WP	School-based
2007	Edgewood Independent School District	Students in the Edgewood Independent School District Show Gains on the TPRI and Tejas LEE after using Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(17): 1-6. 2007.	IGS	Mid	WP	School-based
2005	El Campo Independent School District	Improved Reading Skills by Students in the El Campo Independent School District who used Fast ForWord Products with a 30-Minute Protocol.	MAPS for Learning: Educator Reports, 9(35): 1-4. 2005.	IGS	Short	WP	School-based
2005	El Campo Independent School District	Improved Reading Skills by Students in the El Campo Independent School District who used Fast ForWord Products.	MAPS for Learning, Educator Reports, 9(29): 1-5. 2005.	IGS	Short	WP	School-based
2007	Eldred Central School District	Improved Reading Skills by Students in the Eldred Central School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(1): 1-5. 2007.	IGS	Short	WP	School-based
2005	Erlanger-Elsmere Independent School District	Improved Reading Skills by Students in the Erlanger-Elsmere Independent School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 9(22): 1-4. 2005.	IGS	Short	WP	School-based
2003	Escambia County School District	Improved Language Skills by Students in the Escambia County School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 7(8): 1-6. 2003.	IGS	Short	WP	School-based

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2006	Eustace Independent School District	Improved Reading Achievement by Students in the Eustace Independent School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(30): 1-5. 2006.	IGS	Short	WP	School-based
2007	Everett Public Schools	Improved Reading Skills by Students in the Everett Public Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(33): 1-9. 2007.	IGS	Mid	WP	School-based
2008	Everett Public Schools.	Improved Academic Achievement and Reading Skills by Students in the Everett Public Schools who used Fast ForWord Products: 2007 – 2008.	MAPS for Learning: Educator Reports; 12(18): 1-8. 2008.	IGS	Mid	WP	School-based
2010	Everett Public Schools.	Improved Reading Achievement by Students in the Everett Public Schools who used Fast ForWord® Products: 2006-2009.	Scientific Learning: Research Reports. 14(2): 1-6. 2010.	IGS	Long	WP	School-based
2011	Everett Public Schools.	English Language Learners in Everett, Massachusetts, Show Improved English Proficiency After Fast ForWord Use.	Scientific Learning: Research Briefings. 15(1). 2011.	IGS	Long	WP	School-based
2008	Everman Independent School District.	Students in Everman, TX, improved reading skills an average of 1 year 3 month in 3 months of product use.	MAPS for Learning: Educator Briefings. November, 2008.	IGS	Short	WP	School-based
2008	Explore Charter School.	Students in Brooklyn, NY, improved reading skills an average of 1 year 1 month in 5 months of product use.	MAPS for Learning: Educator Briefings. November, 2008.	IGS	Mid	WP	School-based
2013	Flushing Community Schools.	Improved Reading Skills and Achievement by Students in the Flushing Community Schools who used Fast ForWord® Products: 2011-2012.	Scientific Learning: Research Reports, 17(9).	IGS	Mid	WP	School-based

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2008	Fort Wayne Community Schools.	Improved Reading Skills in students in the Fort Wayne Community Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 12(10): 1-7. 2008.	IGS	Mid	WP	School-based
2006	Franklin Regional School District	Improved Reading Skills by Students in the Franklin Regional School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(29) : 1-5. 2006.	IGS	Short	WP	School-based
2013	Fulton City School District.	Improved Reading Skills and Achievement by Second Graders in the Fulton County Schools who used Fast ForWord® Products: 2012-2013.	Scientific Learning: Research Reports, 17(4)1-6.	IGS	Mid	WP	School-based
2006	Fulton County Schools	Improved Reading Skills by Students in Fulton County Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(18) : 1-5. 2006.	IGS	Short	WP	School-based
2004	George Thomas Middle School	Improved Reading Achievement by Middle School Students at George Thomas Middle School who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(22): 1-3. 2004.	IGS	Mid	WP	School-based
2011	Grand Forks Public Schools.	Improved Reading Skills and Academic Achievement by Students in the Grand Forks Public School District who used Fast ForWord® Products: 2009-2010.	Scientific Learning: Research Reports. 15(11): 1-8. 2011.	QED	Short	WP	School-based
2010	Hamburg Area School District.	Improved Reading Skills by Students in the Hamburg Area School District who used Fast ForWord® Products: 2009-2010.	Scientific Learning: Research Reports. 14(4): 1-6. 2010.	IGS	Long	WP	School-based
2008	Hamden Public Schools.	Improved Reading Achievement by Students in the Hamden Public Schools who used Fast ForWord Products: A Longitudinal Study.	MAPS for Learning: Educator Reports, 12(13): 1-7. 2008.	IGS	Long	WP	School-based

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2008	Hamden Public Schools.	Improved Reading Skills by Students in the Hamden Public Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 12(12): 1-5. 2008.	IGS	Short	WP	School-based
2011	Hamilton County Department of Education.	Improved Reading Skills and Achievement by Students in the Hamilton County Department of Education who used Fast ForWord® Products: 2010-2011.	Scientific Learning: Research Reports. 15(5): 1-6. 2011.	IGS	Mid	WP	School-based
2011	Hamilton County Department of Education.	Tennessee students in early elementary improve reading skills by more than 1 year in 4 months.	Scientific Learning: Research Briefings. 15(10). 2011.	IGS	Short	WP	School-based
2006	Hamilton County School District	Improved Academic Achievement by Students in the Hamilton County School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(1): 1-4. 2006.	IGS	Short	WP	School-based
2005	Harlem School District 12	Improved Academic Skills by Students at Harlem School District 12 who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 9(11): 1-4. 2005.	IGS	Short	WP	School-based
2005	Harlem School District 12	Improved Academic Skills in the Harlem School District 12 by Students with Native American Ancestry who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 9(12): 1-4. 2005.	IGS	Short	WP	School-based
2004	Harrisburg School District	Improved Language and Early Reading Skills by Students in the Harrisburg School District who used Fast ForWord Language.	MAPS for Learning: Educator Reports, 8(10): 1-5. 2004.	IGS	Short	WP	School-based
2008	Hays Consolidated Independent School District.	Students in Kyle, TX, improved reading skills an average of 1 year 1 month in less than 4 months of product use.	MAPS for Learning: Educator Briefings. November, 2008.	IGS	Short	WP	School-based

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2006	Hicksville Exempted Village School District	Improved Reading Skills by Students in the Hicksville Exempted Village School District who used Fast ForWord Products.	MAPS for Learning, Educator Reports, 10(23): 1-6. 2006.	RCT	Short	WP	SLC
2007	Highland View Elementary, Bristol, VA	Improved Reading Skills by Students who used Fast ForWord Products in Highland View Elementary, Bristol, VA.	MAPS for Learning: Educator Reports, 11(14): 1-4. 2007.	IGS	Mid	WP	School-based
2012	Hilton Central School District.	Improved Reading Skills and Achievement by Students in the Hilton Central School District who used Fast ForWord® Products: 2011–2012.	Scientific Learning: Research Reports, 17(2)1-5.	IGS	Mid	WP	School-based
2005	Hingham Public School District	Improved Reading Skills by Students in the Hingham Public School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 9(26): 1-4. 2005.	IGS	Short	WP	School-based
2006	Ho C.	Improved Reading Skills and Behavior in Primary School Students who Used Fast ForWord Language at a Singapore Public School.	MAPS for Learning: Educator Reports, 10(5): 1-6. 2006.	IGS	Short	WP	Independent
2012	Hoke County Schools.	Improved Reading and Math Achievement by Students in the Hoke County Schools who used Scientific Learning Products: 2011-2012.	Scientific Learning: Research Reports, 16(11)1-6.	IGS	Mid	WP	School-based
2007	Houston County Schools	Improved Language and Early Reading Skills by Students in the Houston County Schools who used Fast ForWord Products 2006-2007.	MAPS for Learning: Educator Reports, 11(30): 1-7. 2007.	IGS	Short	WP	School-based
2006	Innovative Therapies	Improved Auditory Processing by Students in the United Kingdom who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(11): 1-6. 2006.	IGS	Short	WP	School-based

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2007	Ireland	Improved Reading Skills by Students in Ireland who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(4): 1-6. 2007.	IGS	Short	WP	School-based
2009	Jefferson-Morgan School District.	Students in the Jefferson-Morgan School District increased reading skills by 1 year and 1 month.	MAPS for Learning: Educator Briefings. April 2009.	IGS	Mid	WP	School-based
2005	Joshua Independent School District	Improved Academic Achievement by Students in the Joshua Independent School District who used Fast ForWord Products.	MAPS for Learning, Educator Reports, 9(19): 1-5. 2005.	IGS	Short	WP	School-based
2005	Juneau School District	Improved Reading Skills by Students in the Juneau School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(10): 1-5. 2005.	IGS	Short	WP	School-based
2006	Kentwood Public Schools	Improved Reading Skills by Students in the Kentwood Public Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(27): 1-6. 2006.	IGS	Short	WP	School-based
2007	Kentwood Public Schools	Improved Reading Skills by Students in the Kentwood Public Schools who used Fast ForWord Products 2006-2007.	MAPS for Learning: Educator Reports, 11(26): 1-6. 2007.	IGS	Mid	WP	School-based
2008	Kentwood Public Schools.	Improved Reading Skills by Students in the Kentwood Public Schools who used Fast ForWord Products 2007-2008.	MAPS for Learning: Educator Reports, 12(14): 1-7. 2008.	IGS	Short	WP	School-based
2004	Killeen Independent School District	Improved Reading Achievement by Students in the Killeen Independent School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(23): 1-8. 2004.	IGS	Mid	WP	School-based

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2009	Kingman Unified School District.	Improved Early Reading Skills by Students in the Kingman Unified School District who used Fast ForWord Products.	Scientific Learning: Educator Reports, 13(5): 1-7. 2009.	IGS	Long	WP	School-based
2005	La Joya Independent School District	Improved Reading Skills by Students in the La Joya Independent School District who used Fast ForWord Products.	MAPS for Learning, Educator Reports, 9(32): 1-7. 2005.	IGS	Short	WP	School-based
2006	Lafayette Parish School System	Improved Reading Skills by Students in the Lafayette Parish School System who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(35): 1-8. 2006.	IGS	Short	WP	School-based
2007	Lafourche Parish Public Schools	Improved Reading Achievement by Students in the Lafourche Parish Public Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(23): 1-5. 2007.	IGS	Long	WP	School-based
2008	Lafourche Parish Public Schools.	A Pilot Study Shwoing Improved Achievement by Students in the Lafourche Parish Public Schools who were Struggling to Pass the High School Exit Exam.	MAPS for Learning: Educator Reports, 12(26): 1-4.	IGS	Short	WP	School-based
2011	Lake Wales Charter Schools.	Improved Reading and Math Achievement by Students in the Lake Wales Charter Schools who used Fast ForWord® Products: 2009 – 2010.	Scientific Learning: Research Reports. 15(14): 1-7.	IGS	Mid	WP	School-based
2006	Lamar County School District	Improved Language and Reading Achievement by Students in the Lamar County School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(6): 1-5. 2006.	IGS	Long	WP	School-based
2008	Lamar County School District.	Students in Purvis, MS, improved reading skills an average of 1 year 5 months in 4 months of product use.	MAPS for Learning: Educator Briefings. November, 2008.	IGS	Short	WP	School-based

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2008	Lamar County School District.	Students in Purvis, MS, improved reading skills an average of 1 year in 4 months of product use.	MAPS for Learning: Educator Briefings. November, 2008.	IGS	Short	WP	School-based
2005	Lancaster County School District	Improved Reading Skills by Students in Lancaster County School District who used Fast ForWord to Reading 2.	MAPS for Learning: Educator Reports, 9(8): 1-4. 2005.	RCT	Short	WP	SLC
2007	Lancaster County School District	Improved Early Reading Skills by Students in Lancaster County School District who used Fast ForWord to Reading 1.	MAPS for Learning: Educator Reports, 11(5): 1-5. 2007.	QED	Short	WP	SLC
2008	Laurel Highlands School District.	Students in Uniontown, PA, improved reading skills an average of 1 year in 2 months of product use.	MAPS for Learning: Educator Briefings. November, 2008.	IGS	Short	WP	School-based
2008	Lawrence Public Schools.	Improved Reading Skills by Students in Lawrence Public Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 12(11): 1-8. 2008.	QED	Mid	WP	School-based
2010	Lawrence Public Schools.	Longitudinal study shows benefits as Fast ForWord participants continue to make gains.	Scientific Learning: Educator's Briefing. March, 2009.	QED	Long	WP	School-based
2007	Liberty Public School District	Improved Reading and Language Skills by Students in the Liberty Public School District who used Fast ForWord.	MAPS for Learning: Educator Reports, 11(27): 1-7. 2007.	IGS	Mid	WP	School-based
2006	Manchester City School District	Improved Early Reading Skills by Students in Manchester City School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(6): 1-6. 2006.	QED	Short	WP	School-based

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2011	Marion County Public Schools.	Improved Reading Achievement and Language Skills by Students in the Marion County Public Schools who used Fast ForWord® Products and/or Scientific Learning Reading Assistant: 2010-2011.	Scientific Learning: Research Reports. 15(7): 1-6. 2011.	IGS	Mid	WP	School-based
2010	Marion County Schools.	Improved Reading Skills by Marion County Students who used Reading Assistant in an Intensive Summer Program.	Scientific Learning: Research Reports. 14(1): 1-4. 2010.	IGS	Mid	WP	School-based
2004	Marshall County School District	Improved Early Reading Skills by Students in the Marshall County School District who used Fast ForWord Basics.	MAPS for Learning: Educator Reports, 8(12): 1-3. 2004.	IGS	Short	WP	School-based
2008	Marshall Independent School District.	Improved Reading Skills by Students in the Marshall Independent School District who used Fast ForWord Products 2007-2008.	MAPS for Learning: Educator Reports, 12(20): 1-8. 2008.	IGS	Mid	WP	School-based
2006	Maryland School District	Improved Reading Skills by Students who used Fast ForWord to Reading Prep.	MAPS for Learning: Product Reports, 10(1): 1-6. 2006.	RCT	Mid	WP	SLC
2012	Mechanicville City School District.	Mechanicville, NY students significantly improve fluency and language skills.	MAPS for Learning: Educator Briefings 16(8).	IGS	Mid	WP	School-based
2012	Merrillville Community School Corporation.	Improved Reading Achievement and Skills by Students in the Merrillville Community School Corporation who used Fast ForWord® Products: 2011-2012.	Scientific Learning: Research Reports, 16(10)1-7.	IGS	Mid	WP	School-based
2007	Mexico Public Schools #59	Improved Reading Skills by Students in Mexico Public Schools #59 who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(31): 1-4. 2007.	IGS	Mid	WP	School-based

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2008	Miami Unified School District.	Improved Reading Skills by Students at Lee Kornegay Junior High School who used Fast Forward Products.	MAPS for Learning: Educator Reports, 12(4): 1-5. 2008.	IGS	Mid	WP	School-based
2005	Miami-Dade County Public Schools	Improved Reading Achievement by Students in the Miami-Dade County Public Schools who used Fast ForWord Products.	MAPS for Learning: Educators Reports, 9(10): 1-5. 2005.	IGS	Short	WP	School-based
2005	Milford City School District	Improved Reading Skills by Students in the Milford City School District who used Fast ForWord Products.	MAPS for Learning: Educators Reports, 9(1): 1-4. 2005.	IGS	Short	WP	School-based
2008	Milford Public Schools.	Improved Reading Achievement by Students in the Milford Public Schools who used Fast ForWord Products: 2007 – 2008.	MAPS for Learning: Educator Reports, 12(19): 1-6. 2008.	IGS	Mid	WP	School-based
2013	Miller Place Union Free School District.	Improved Reading Achievement and Academic Skills by Students in the Miller Place Free Union School District who used Fast ForWord® Products: 2011-2012.	Scientific Learning: Research Reports, 17(3)1-5.	IGS	Long	WP	School-based
2005	Monessen City School District	Improved Reading Skills by Students in the Monessen City School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 9(23): 1-6. 2005.	IGS	Short	WP	School-based
2011	Montgomery County Public Schools.	Student reading skills jump from 17th to 26th percentile after Fast ForWord participation.	Scientific Learning: Research Briefings. 15(8). 2011.	IGS	Short	WP	School-based
2004	Mora School District	Improved Language Skills by Students at Mora School District who used Fast ForWord Language.	MAPS for Learning: Educator Reports, 8(19): 1-4. 2004.	RCT	Short	WP	SLC but peer-reviewed*

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2012	Murray County Schools.	Improved Reading Skills and Performance on High School Exit Exams by Students in the Murray County Schools who used Fast ForWord® Products: 2010-2012.	Scientific Learning: Research Reports, 16(13)1-5.	IGS	Long	WP	School-based
2006	Nalanda Institute	Improved Cognitive Skills Accelerate English Language and Reading Development in Bilingual English Speaking Students in India who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(17): 1-6. 2006.	IGS	Short	WP	School-based
2011	New Rochelle City School District.	New Rochelle High School students improve reading skills by more than 1 year in less than 4 months.	Scientific Learning: Research Briefings. 15(15). 2011.	IGS	Short	WP	School-based
2004	Niagara Falls City School District	Improved Cognitive and Language Skills by Students in the Niagara Falls City School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(35): 1-6. 2004.	IGS	Short	WP	School-based
2005	Niagara Falls City School District	Improved Cognitive and Language Skills by Students in the Niagara Falls City School District who used Fast ForWord Products 2004 - 2005.	MAPS for Learning: Educator Reports, 9(33): 1-7. 2005.	IGS	Short	WP	School-based
2007	Niagara Falls City School District	Improved Reading Skills by Students in the Niagara Falls City School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(24): 1-10. 2007.	QED	Mid	WP	School-based
2007	North Carolina and Tennessee School Districts	Improved Reading Skills and Academic Achievement by Gifted and Talented Students who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(11): 1-4. 2007.	IGS	Short	WP	SLC

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2006	Oakland Unified School District	Improved Reading Skills by Students in the Oakland Unified School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(2): 1-4. 2006.	IGS	Short	WP	School-based
2005	Ohio, Texas, and South Carolina School Districts	Improved Early Reading Skills by Students in Three Districts who used Fast ForWord to Reading 1.	MAPS for Learning: Product Reports, 9(1): 1-5. 2005.	RCT	Short	WP	SLC
2005	Oregon City School District	Improved Reading Achievement by Students in Oregon City School District who used Fast ForWord Products.	MAPS for Learning, Educator Reports, 9(20): 1-5. 2005.	IGS	Mid	WP	School-based
2003	Osceola County School District	Improved Reading Skills by Students Receiving Special Education Services in the Osceola County School District.	MAPS for Learning: Educator Reports, 7(1): 1-4. 2003.	IGS	Short	WP	School-based
2003	Pacifica School District	Improved Academic Skills of Low-Performing Students in the Pacifica School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(1): 1-7. 2003.	IGS	Short	WP	School-based
2011	Palmyra Area School District.	Improved Reading Achievement and Skills by Students in the Palmyra Area School District who used Fast ForWord® Products: 2009-2011.	Scientific Learning: Research Reports. 15(12): 1-6.	IGS	Mid	WP	School-based
2003	Paradise Valley Unified School District	Improved Language and Early Reading Skills of English-Language Learners in the Paradise Valley Unified School District who Used Fast ForWord Language.	MAPS for Learning: Educator Reports, 7(7): 1-5. 2003.	IGS	Short	WP	School-based
2004	Pawhuska and Harlandale School Districts	Improved Reading Achievement by Students in the Pawhuska and Harlandale School Districts who used Fast ForWord to Reading 3.	MAPS for Learning: Educator Reports, 8(13): 1-3. 2004.	QED	Short	WP	SLC

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2007	Pawhuska School District	Improved Reading Skills by Students in Pawhuska School District who used Fast ForWord to Reading 2.	MAPS for Learning: Educator Reports, 11(20): 1-5. 2007.	QED	Short	WP	SLC
2008	Perrysburg Exempted Village Schools.	Improved Reading Skills by Students in the Perrysburg Exempted Village Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 12(2): 1-6. 2008.	IGS	Mid	WP	School-based
2005	Petal School District	Improved Academic Achievement by Students in the Petal School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 9(28): 1-6. 2005.	QED	Long	WP	School-based
2003	Pocatello/Chubbuck School District #25	Improved Reading Skills by High School Students in Pocatello Chubbuck School District #25 who used Fast ForWord Middle & High School.	MAPS for Learning: Educator Reports, 7(5): 1-4. 2003.	IGS	Short	WP	School-based
2004	Pocatello/Chubbuck School District #25	Improved Reading Skills by Students in Pocatello/Chubbuck School District 25 who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(32): 1-3. 2004.	IGS	Short	WP	School-based
2006	Pocatello/Chubbuck School District #25	Improved Reading Skills by Students in Pocatello/Chubbuck School District #25 who used Fast ForWord Products.	MAPS for Learning, Educator Reports, 10(25): 1-5. 2006.	QED	Short	WP	SLC
2005	Pocatello/Chubbuck School District 25	Improved Reading Achievement by Students in Pocatello/Chubbuck School District 25 who used Fast ForWord Products, Longitudinal Results.	MAPS for Learning: Educator Reports, 9(38): 1-6. 2005.	IGS	Long	WP	School-based
2005	Pocatello/Chubbuck School District 25	Improved Reading Achievement by Students in the Pocatello/Chubbuck School District 25 who used Fast ForWord Products During 2004-2005.	MAPS for Learning: Educator Reports, 9(39): 1-5. 2005.	IGS	Short	WP	School-based

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2006	Pocatello/Chubbuck School District 25	Improved Reading Achievement by Students in the Pocatello/Chubbuck School District 25 who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(33): 1-7. 2006.	IGS	Short	WP	School-based
2005	Portsmouth School District	Improved Reading Skills by Students in the Portsmouth School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(8): 1-4. 2005.	IGS	Short	WP	School-based
2005	Poteau School District	Improved Reading Skills by Students in the Poteau School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 9(16): 1-5. 2005.	IGS	Short	WP	School-based
2004	Pottsville School District	Improved Language Skills by Students in Pottsville School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(24): 1-4. 2004.	IGS	Short	WP	School-based
2007	PPEP TEC High School	Improved Reading Skills by Students in the PPEP TEC High School who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(16): 1-7. 2007.	IGS	Short	WP	School-based
2004	Puyallup School District	Improved Language and Early Reading Skills by Students in the Puyallup School District who used Fast ForWord products.	MAPS for Learning: Educator Reports, 8(11): 1-6. 2004.	IGS	Short	WP	School-based
2009	Raymore Peculiar School District.	Improved Reading Skills by Students in the Raymore Peculiar School District who used Fast ForWord Products.	Scientific Learning: Research Reports, 13(9): 1-5. 2009.	IGS	Mid	WP	School-based
2006	Redlands Unified School District	Improved Academic Achievement by Students in the Redlands Unified School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(19): 1-6. 2006.	IGS	Long	WP	School-based

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2008	Redondo Beach Unified School District.	Improved Achievement by Students in the Redondo Beach Unified School District Who Use Fast ForWord Products.	MAPS for Learning: Educator Reports, 12(24): 1-7. 2008.	IGS	Mid	WP	School-based
2004	Rockaway Township School District	Improved Language and Early Reading Skills by Students at the Rockaway Township School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(15): 1-5. 2004.	IGS	Short	WP	School-based
2008	Rogers School District.	Improved Reading Skills by Students who used the Fast ForWord Literacy and the Fast ForWord Literacy Advanced Products.	MAPS for Learning: Educator Reports, 12(8): 1-7. 2008.	QED	Short	WP	School-based
2007	Rogowsky, Beth A.	Does Fast ForWord Provide Implicit Grammar Instruction?.	MAPS for Learning: Research Reports, 11(1): 1-7. 2007.	Literature Review	N/A	Dissertation	University
2010	Rogowsky, Cooper, & Boyle.	Improved Academic Achievement by Middle School Students in the Danville Area School District who used Fast ForWord® Products: 2006-2009.	Scientific Learning: Research Reports. 14(8): 1-8. 2010.	IGS	Long	WP	School-based
2008	Roy, D.	A Study Conducted in India to Assess the Validity of Fast ForWord Language Gateway Edition. Psychology Research Unit, India Statistical Institute.	MAPS for Learning: Research Reports, 12(1): 1-63.	IGS	Mid	WP	University
2008	Sampson County Schools.	Improved Academic Achievement and Reading Skills by Students in Sampson County Schools who used Fast ForWord Products: 2007 – 2008.	MAPS for Learning: Educator Reports, 12(21): 1-7. 2008.	IGS	Short	WP	School-based
2008	Sampson County Schools.	Improved Reading Skills by Students in Sampson County Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 12(3): 1-5. 2008.	IGS	Mid	WP	School-based

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2009	School District #36.	Students in School District #36 increased reading skills by 1 year and 3 months.	MAPS for Learning: Educator Briefings. June 2009.	IGS	Mid	WP	School-based
2006	School District 16	Improved Language Skills by Students in School District 16 who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(32): 1-6. 2006.	QED	Mid	WP	School-based
2011	School District 16.	Fast ForWord Generating Literacy Gains at Bonar Law Memorial High School, Canada.	Scientific Learning: Research Briefings. 15(9). 2011.	IGS	Short	WP	School-based
2004	School District 54	Improved Language and Early Reading Skills by Students at School District 54 in Schaumburg who used Fast ForWord Language.	MAPS for Learning: Educator Reports, 8(6): 1-4. 2004.	IGS	Long	WP	School-based
2003	School District of Philadelphia	Improved Reading Vocabulary and Comprehension Skills by Students in the School District of Philadelphia Who Used Fast ForWord Language.	MAPS for Learning: Educator Reports, 7(6): 1-4. 2003.	IGS	Short	WP	School-based
2004	School District of Philadelphia	Improved Language and Reading Skills by Students in the School District of Philadelphia who were Receiving Services for Special Education and who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(20): 1-4. 2004.	IGS	Short	WP	School-based
2004	School District of Philadelphia	Improved Reading Achievement by Students in the School District of Philadelphia Who Used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(21): 1-6. 2004.	QED	Short	WP	School-based

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2005	School District of Philadelphia	Improved Reading Achievement by Students in the School District of Philadelphia Who Used Fast ForWord Products During the 2004 – 2005 School Year.	MAPS for Learning: Educator Reports, 9(30): 1-8. 2005.	IGS	Short	WP	School-based
2005	School District of Philadelphia	Improved Reading Achievement by Students in the School District of Philadelphia Who Used Fast ForWord Products.	MAPS for Learning: Educator Reports, 9(31): 1-6. 2005.	QED	Short	WP	School-based
2005	Seminole County School District	Improved Reading Skills by Students in Seminole County School District who used Fast ForWord Products.	MAPS for Learning: Product Reports, 9(17): 1-6. 2005.	RCT	Short	WP	School-based
2004	Shelby County School District	Improved Language Skills by Students in Shelby County School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(26): 1-6. 2004.	IGS	Short	WP	School-based
2006	Shelby County School District	Improved Reading Skills by Students in the Shelby County School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(16): 1-5. 2006.	IGS	Short	WP	School-based
2008	Smethport Area School District.	Improved Early Reading Skills by Students in the Smethport Area School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 12(25): 1-4. 2008.	IGS	Short	WP	School-based
2007	Smokey Hill Education Service Center	Improved Reading Skills by Students in the Smoky Hill Education Service Center who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(10): 1-6. 2007.	IGS	Long	WP	School-based
2007	South Euclid - Lyndhurst School District	Improved Reading Skills by Students in the South Euclid - Lyndhurst School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(28): 1-5. 2007.	QED	Mid	WP	School-based

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2007	South Madison Community School Corporation	Improved Reading Skills by Students in the South Madison Community School Corporation who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(34): 1-7. 2007.	QED	Mid	WP	School- based
2010	South Western School District.	Number of students reaching advanced reading achievement level more than doubles among Fast ForWord participants at South Western.	Scientific Learning: Research Briefings. 14(12). 2010.	IGS	Long	WP	School- based
2010	South Western School District.	Students in the South Western School District increased reading skills by 1 year and 4 month.	Scientific Learning: Educator Briefings. February, 2010.	IGS	Short	WP	School- based
2004	Springfield City School District	Improved Ohio Reading Proficiency Test Scores by Students in the Springfield City School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(8): 1-6. 2004.	QED	Mid	WP	School- based
2005	Springfield City School District	Improved Early Reading Skills by Students in Springfield City School District who used Fast ForWord to Reading 1.	MAPS for Learning: Educator Reports, 9(25): 1-5. 2005.	RCT	Short	WP	School- based
2008	Springfield Public Schools.	Improved Reading Skills by Students in the Springfield Public Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 12(7): 1-6. 2008.	IGS	Short	WP	School- based
2009	St. Bernard- Elmwood Place City Schools.	Students in the St. Bernard-Elmwood Place City Schools increased early reading skills from the 19th percentile to the 45th percentile.	MAPS for Learning: Educator Briefings. February 2009.	IGS	Mid	WP	School- based

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2013	St. Charles Parish Public Schools.	Improved Academic Achievement by Students in the St. Charles Parish Public Schools who used Fast ForWord® Products and Reading Assistant Software: 2010-2012.	Scientific Learning: Research Reports, 17(5)1-7.	QED	Long	WP	School-based
2008	St. Mary Parish Public School System.	Improved Reading Achievement by Students in the St. Mary Parish Public School System who used Fast ForWord Products: 2007 – 2008 School Year.	MAPS for Learning: Educator Reports, 12(22): 1-8. 2008.	IGS	Long	WP	School-based
2008	St. Mary Parish Public School System.	Improved Reading Achievement by Students in the St. Mary Parish Public School System who used Fast ForWord Products: the 2006 – 2007 and 2007 – 2008 School Years.	MAPS for Learning: Educator Reports, 12(9): 1-10. 2008.	IGS	Mid	WP	School-based
2013	St. Mary Parish Schools.	Improved Longitudinal Achievement in English Language Arts, Math, Science, and Social Studies by Students in St. Mary Parish Schools who used Scientific Learning Products.	Scientific Learning: Research Reports 17(6): 1-8.	IGS	Long	WP	School-based
2007	St. Mary Parish, Louisiana	Improved Reading Skills by Students in the St. Mary Parish Public School System who used Fast ForWord Products.	MAPS for Learning Education: Educator Reports, 11(9): 1-5. 2007.	IGS	Short	WP	School-based
2010	St. Mary Parish.	Gifted students in Louisiana improve reading skills and LEAP scores.	Scientific Learning: Educator Briefings. June, 2010.	IGS	Mid	WP	School-based
2010	St. Mary Parish.	Improved Longitudinal Achievement in English/Language Arts, Math, Science, and Social Studies by Students in St. Mary Parish who used Fast ForWord® Products.	Scientific Learning: Research Reports. 14(13): 1-8. 2010.	IGS	Long	WP	School-based

Year	Authors	Paper title	publication [Peer review University]	Research Design	Study Duration	Publication	Researchers
2010	St. Mary Parish.	Percent of 4th graders at Basic or above on LEAP ELA increases from 53% to 78%.	Scientific Learning: Research Reports. 14(7). 2010.	IGS	Long	WP	School-based
2012	St. Mary Parish.	Improved Longitudinal Achievement in English Language Arts, Math, Science, and Social Studies by Students in St. Mary Parish who used Fast ForWord® Products.	Scientific Learning: Research Reports 16(2): 1-9.	IGS	Long	WP	School-based
2008	St. Mary's Orphanage and Day School.	Improved Auditory Discrimination and Early Reading Skills Accelerate English Language Development in Students in Kolkata, India who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 12(16): 1-5. 2008.	IGS	Short	WP	School-based
2004	Stamford City School District	Improved Cognitive and Early Reading Skills by Students in Stamford City School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(30): 1-4. 2004.	IGS	Short	WP	School-based
2009	Sutherland, M.	Improved Reading Achievement by Students in the Spotsylvania County Schools who used Fast ForWord Products.	Scientific Learning: Research Reports, 13(11): 1-7. 2009.	QED	Mid	WP	School-based
2008	Syracuse City School District.	Students in Syracuse, NY, improved reading skills an average of 1 year 1 month in 2 months of product use.	MAPS for Learning: Educator Briefings. November, 2008.	IGS	Short	WP	School-based
2005	Texas School District	Improved Reading Skills by Students in a Texas School District who used Fast ForWord Products.	MAPS for Learning: Educators Reports, 9(24): 1-6. 2005.	IGS	Short	WP	School-based
2005	Todd County School District	Improved Reading Skills by Students in Todd County School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 9(14): 1-8. 2005.	QED	Mid	WP	School-based

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2006	Trumbull Public School District	Improved Reading Skills by Students in the Trumbull Public School District who used Fast ForWord Products.	MAPS for Learning, Educator Reports 2006.	IGS	Short	WP	School-based
2004	Trumbull School District	Improved Reading Comprehension by Students in the Trumbull School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(34): 1-4. 2004.	IGS	Short	WP	School-based
2007	Tumwater School District	Improved Reading Skills by Students in the Tumwater School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(22): 1-7. 2007.	IGS	Long	WP	School-based
2006	Union City Area School District	Improved Reading Skills by Students in the Union City Area School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(31): 1-4. 2006.	IGS	Short	WP	School-based
2005	United Independent School District	Improved Reading Skills by Students in the United Independent School District who used Fast ForWord Products.	MAPS for Learning, Educator Reports, 9(27): 1-5. 2005.	IGS	Short	WP	School-based
2006	Van Independent School District	Improved Reading Skills by Students in the Van Independent School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(28): 1-5. 2006.	IGS	Short	WP	School-based
2007	Vanguard School of Lake Wales	Improved Reading Skills by Students in the Vanguard School of Lake Wales who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(15): 1-5. 2007.	IGS	Mid	WP	School-based
2004	Virginia Department of Correctional Education	Improved Reading Skills by Students in the Virginia Department of Correctional Education who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(28): 1-5. 2004.	IGS	Short	WP	School-based
2006	Virginia Department of Correctional Education	Improved Reading Skills by Students in the Virginia Department of Correctional Education who used Fast ForWord Products 2004-2005 Report.	MAPS for Learning: Educator Reports, 10(13): 1-5. 2006.	IGS	Short	WP	School-based

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2007	Virginia Department of Correctional Education	Improved Reading Skills by Students in the Virginia Department of Correctional Education who used Fast ForWord Products 2005-2006 Report.	MAPS for Learning: Educator Reports, 11(3): 1-6. 2007.	IGS	Short	WP	School-based
2007	Warren County Schools	Improved Reading Skills by Students in Warren County Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(29): 1-4. 2007.	IGS	Short	WP	School-based
2005	Washington Local School District	Improved Reading Achievement by Students in the Washington Local School District who used Fast ForWord Products 2004-2005.	MAPS for Learning: Educator Reports, 9(37): 1-8. 2005.	IGS	Short	WP	School-based
2007	Washington Local School District	Improved Reading Skills by Students in the Washington Local School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(8): 1-8. 2007.	IGS	Long	WP	School-based
2007	Washington Local School District	Improved Reading Skills by Students in Washington Local Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(32): 1-6. 2007.	RCT	Short	WP	School-based
2008	Waterford Public Schools.	Improved Reading Achievement by Students in the Waterford Public Schools who used Fast ForWord Products: 2006 – 2008.	MAPS for Learning: Educator Reports, 12(15): 1-6. 2008.	IGS	Long	WP	School-based
2003	Waupun School District	Improved Listening Comprehension for Middle School Students in the Waupun School District.	MAPS for Learning: Educator Reports, 7(2): 1-4. 2003.	QED	Short	WP	School-based
2010	Wayne County Public Schools.	Students jump from 21st to 30th percentile in reading after summer school with Reading Assistant.	Scientific Learning: Research Briefings. 14(10). 2010.	IGS	Short	WP	School-based

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2005	Weakley County School District	Improved Reading Skills by Students in Weakley County School District who used Fast ForWord Products.	MAPS for Learning, Educator Reports, 9(21): 1-6. 2005.	IGS	Short	WP	School-based
2010	West Jefferson Hills School District.	84% of West Jefferson Hills students increase reading proficiency level after Fast ForWord and Reading Assistant participation.	Scientific Learning: Educator Briefings. August, 2010.	IGS	Long	WP	School-based
2011	West Jefferson Hills School District.	Pennsylvania school sees reading achievement jump for Fast ForWord and Reading Assistant participants.	Scientific Learning: Research Briefing. 15(13). 2011.	IGS	Long	WP	School-based
2009	Westfield Washington Schools.	Improved Academic Skills by Students in Westfield Washington Schools who used Fast ForWord® Products.	Scientific Learning: Research Reports 13(7): 1-6. 2009.	IGS	Mid	WP	School-based
2004	Westwood Elementary School	Improved Academic Achievement by Students at Westwood Elementary School who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 8(7): 1-5. 2004.	IGS	Short	WP	School-based
2005	Weymouth Public Schools	Improved Oral Language Skills by Students in Weymouth Public Schools who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 9(18): 1-5. 2005.	IGS	Short	WP	School-based
2005	Wichita Falls Independent School District	Improved Reading Skills by Students in the Wichita Falls Independent School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 9(13): 1-4. 2005.	IGS	Short	WP	School-based
2007	William Penn School District	Improved Language and Early Reading Skills by Students in the William Penn School District who used Fast ForWord Language.	MAPS for Learning: Educator Reports, 11(13): 1-4. 2007.	IGS	Short	WP	School-based

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2005	Williamsport Area School District	Improved Reading Skills by Students in Williamsport Area School District who used Fast ForWord Language.	MAPS for Learning: Educator Reports, 9(15): 1-4. 2005.	IGS	Short	WP	School-based
2007	Worcester County Public School District	Improved Reading Skills by Students in Worcester County Public School District who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(7): 1-8. 2007.	IGS	Short	WP	School-based
2011	Worcester Public Schools.	Fast ForWord helps students classified as LEP, Special Education, General Education.	Scientific Learning: Research Briefing. 15(6). 2011.	QED	Mid	WP	School-based
	Young, M. L.	Recognizing and treating children with central auditory processing disorders (pp 1-12).	Scientific Learning Corporation.				
2006	Lifelong Learning	Improved English Language and Perceptual Skills by German Secondary School Students who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(4): 1-6. 2006.	RCT	Short	WP	School-based
2006	Sonic Hearing	Improved Language and Literacy Skills in Students who Used Fast ForWord Products at Public Primary Schools in Western Australia.	MAPS for Learning: Educator Reports, 10(36): 1-7. 2006.	RCT	Short	WP	Independent
2007	Sonic Hearing	Improved Language and Reading Skills by Students in NSW Australia who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 10(3): 1-5. 2006.	IGS	Short	WP	Independent
	Burns, M. S.	Incorporating Fast ForWord Reading into a speech and language practice (pp 1-3).	Scientific Learning Corporation.				
2008	Scientific Learning Corporation.	A computer-based tutor performs like an experienced teacher in detecting reading errors.	Scientific Learning Corporation.				

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2008	Scientific Learning Corporation.	Adding ten minutes of reading time dramatically change levels of print exposure.	MAPS for Learning: Educator Briefings. March, 2008.	Literature Review	Short	WP	SLC
2012	Scientific Learning Corporation.	Adding ten minutes of reading time dramatically changes levels of print exposure.	Scientific Learning Corporation.				
2011	Scientific Learning Corporation.	After Reading Assistant use, students improve reading level 50% beyond expected gains.	Scientific Learning: Research Briefings. 15(16). 2011.	IGS	Mid	WP	SLC
2008	Scientific Learning Corporation.	Computer-based tutor performs like an experienced teacher in detecting reading errors.	MAPS for Learning: Educator Briefings. March, 2008.	Literature Review	N/A	WP	SLC
2008	Scientific Learning Corporation.	Fast ForWord Language v2 improves reading skills with significantly greater speed, efficiency, and intensity than Fast ForWord Language.	MAPS for Learning: Educator Briefings. November, 2008.	QED	Short	WP	SLC
2008	Scientific Learning Corporation.	Improved Early Reading Skills by Students in the Philippines who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 12(23): 1-8. 2008.	IGS	Short	WP	SLC
2004	Scientific Learning Corporation	Improved Language and Early Reading Skills by Students who used Fast ForWord Language to Reading.	Maps for Learning: Product Reports, 8(1): 1-4. 2004.	QED	Short	WP	SLC
2004	Scientific Learning Corporation	Improved Language and Early Reading Skills by Students who used Fast ForWord Middle & High School.	Maps for Learning: Product Reports, 8(2): 1-4. 2004.	QED	Short	WP	SLC
2007	Scientific Learning Corporation	Improved Language Skills by Students with Developmental Delays who used Fast ForWord Products.	MAPS for Learning: Educator Reports, 11(12): 1-5. 2007.	IGS	Short	WP	SLC

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2009	Scientific Learning Corporation.	Improved Reading Achievement by Students in Thailand who used Fast ForWord® Products: 2007 - 2008.	MAPS for Learning: Research Reports, 13(10): 1-7. 2009.	IGS	Short	WP	SLC
2008	Scientific Learning Corporation.	Improved Reading Skills by Students who used the Fast ForWord Literacy Product for Three Days a Week.	MAPS for Learning: Educator Reports, 12(17): 1-6. 2008.	QED	Short	WP	SLC
2007	Scientific Learning Corporation	Improved Reading Skills by Students who used the Fast ForWord to Reading 4 and 5 Products.	MAPS for Learning: Educator Reports, 11(21): 1-7. 2007.	QED	Short	WP	SLC
2011	Scientific Learning Corporation.	In Response to a Meta-Analysis by Strong et al.	Scientific Learning: Research Reports. 15(3). 2011.	Literature Review	n/a	WP	SLC
1999	Scientific Learning Corporation	National field trial results: Results of Fast ForWord training for children with language and reading problems.	http://www.scilearn.com/results/science/nft/main=scienation	IGS	Short	WP	SLC
2010	Scientific Learning Corporation.	Nevada Department of Education: Fast ForWord is a “High-Gain Program”.	Scientific Learning: Educator Briefings. July, 2010.	Literature Review	n/a	WP	Independent
2010	Scientific Learning Corporation.	Oral reading fluency nearly doubles; Reading skills improve 1 year 2 month.	Scientific Learning: Educator’s Briefings. April, 2010.	IGS	Mid	WP	SLC
2009	Scientific Learning Corporation.	Reading Progress Indicator correlates positively with Scholastic Reading Inventory Lexile scores.	MAPS for Learning: Educator Briefings. January 2009.	IGS	n/a	WP	SLC
2010	Scientific Learning Corporation.	Reading Progress Indicator correlates positively with the PSSA.	Scientific Learning: Research Briefings. 14(10). 2010.	IGS	n/a	WP	SLC

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2010	Scientific Learning Corporation.	Reading Progress Indicator predicts success on Arizona's Instrument to Measure Standards test.	Scientific Learning: Research Briefing. 14(14). 2010.	IGS	n/a	WP	SLC
2010	Scientific Learning Corporation.	Reading Progress Indicator predicts success on Indiana's ISTEP English/Language Arts and Math Tests.	Scientific Learning: Research Briefings. 14(8). 2010.	IGS	n/a	WP	SLC
2011	Scientific Learning Corporation.	Reading Progress Indicator predicts success on the End-of-Grade Reading test.	Scientific Learning: Research Briefings. 15(2). 2011.	IGS	n/a	WP	SLC
2010	Scientific Learning Corporation.	Reading Progress Indicator predicts success on the NWEA Measures of Academic Progress test.	Scientific Learning: Educator Briefings. December, 2009.	IGS	n/a	WP	SLC
2010	Scientific Learning Corporation.	Reading Progress Indicator predicts success on the Ohio Achievement Assessments Reading Test.	Scientific Learning: Research Briefings. 14(9). 2010.	IGS	n/a	WP	SLC
2010	Scientific Learning Corporation.	Reading Progress Indicator predicts success on the Ohio Achievement Test.	Scientific Learning: Educator Briefings. June 2009.	IGS	n/a	WP	SLC
2009	Scientific Learning Corporation.	Reading Verification Improvements in Scientific Learning Reading Assistant Expanded Edition.	Scientific Learning: Research Reports, 13(13): 1-18. 2009.	QED	Short	WP	SLC
2009	Scientific Learning Corporation.	Strong Reading Assistant Implementation Fidelity Leads to Better Reading Results.	MAPS for Learning: Educator Briefings. February 2009.	IGS	Mid	WP	SLC
2010	Scientific Learning Corporation.	Students in School District 41, Burnaby, increased reading skills by 1 year and 4 months.	Scientific Learning: Educator Briefings. April, 2010.	IGS	Short	WP	SLC

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2008	Scientific Learning Corporation.	Students show reading fluency gains after guided oral reading practice with Reading Assistant.	MAPS for Learning: Educator Briefings. March, 2008.	QED	Short	WP	SLC
2010	Scientific Learning Corporation.	The California Standards Test.	Scientific Learning: White Papers. 14(3): 1-15. 2010.	White Paper	n/a	WP	SLC
2009	Scientific Learning Corporation.	The Science behind Scientific Learning's Product Placement Recommendations.	Scientific Learning: Research Reports, 13(15): 1-10. 2009.	IGS	n/a	WP	SLC