Fast ForWord™ Initial TRAINING WORKBOOK

Updated September 18, 2014

Maximizing Potential: The New Science of Learning

MySciLEARN - Manage

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Maximizing Potential: The New Science of Learning

Fast ForWord® is a language and literacy intervention that uses the principles of neuroplasticity – the ability of the brain to rewire and improve – to target the root cause of slow academic progress in struggling students and English language learners.

Fast ForWord software is different. It was developed by neuroscientists to address reading skills while concurrently developing memory, attention, processing and sequencing skills. Once foundational skills are improved, they are part of each student, so they endure. Neuroscience research and years of product research show that developing and strengthening cognitive skills results in improved reading and language skills for students in:

- Phonological Awareness
- Phonemic Awareness
- Fluency
- Vocabulary
- Comprehension
- Decoding
- Syntax and Grammar

But the science of learning is not just about cognitive skill building; it's about cognitive *and* academic skill building. We know that a strong language foundation is essential for strong reading skills. This strong foundation will drive success in other academic areas. Fast ForWord products *and your curriculum* will lead to student success.

Learning MAPS

Memory - The ability to store information and ideas. Memory is essential for word recognition, comprehension of complex sentences, and following instructions.

Attention - The ability to focus on information and tasks, and ignore or overcome distractions.

Processing - The rate at which a student is able to accurately perceive and manipulate information. In the context of reading, processing rate refers to the rate at which a student can distinguish speech sounds and identify letter and word forms to create meaning.

Sequencing - Placing the detail of information in its accustomed order (for example, days of the week, the alphabet, etc.). In the context of reading, sequencing is the ability to determine the order of letters within words or words within sentences.
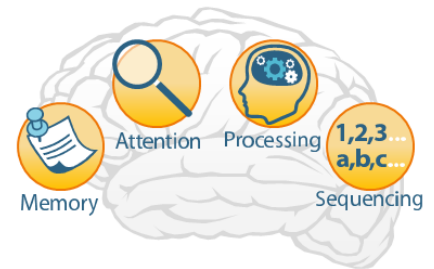
FAST Power Learning Formula

Scientific Learning products use patented technologies that leverage the science of brain plasticity. The Fast ForWord program triggers changes in the brain and provides an optimal foundation for learning and reading success. Four key learning principles work together in our technology-based intervention to create the dramatic changes in brain function required to achieve universal literacy:

Frequency and Intensity — Neuroscience research demonstrates that completing a set of learning tasks in a frequent, intense timeframe accelerates learning.

Adaptivity — Exercises adapt with each key stroke to individual skill levels and responses, keeping students continuously challenged, but not frustrated.

Simultaneous Development — Exercises develop major cognitive and reading skills simultaneously to produce lasting improvements in learning.

Timely Motivation — Tiered rewards are designed to maximize motivation from start to finish.

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CAPs

Once the Fast ForWord implementation begins, there are three key ingredients needed for maximum student gains – Completion, Attendance, and Participation (CAPs). When schools follow our recommended Best Practices, students demonstrate significant reading gains. Schools need to pay close attention to CAPs on the MySciLEARN reports, and intervene where appropriate. _Implementing with fidelity_ means achieving high scores on each of the CAPs components:

COMPLETION RATE– measures the pace at which a student progresses through the content relative to that student's individualized Completion Goal.

> **Recommendation**: Progress consistently, meeting (or exceeding) the weekly Completion Goals.
> **Good**: 65%+

ATTENDANCE – measures how many days per week a student is using the products.

> **Recommendation**: Faithfully adhere to either the 3-day or 5-day a week protocol.
> **Good**: 80%+ (100% for the 3-day a week protocol)

PARTICIPATION – measures the percentage of the scheduled minutes per day a student is using the software. This indicates the student's time on task.

> **Recommendation**: Participate for the entire length of the Fast ForWord session each day.
> **Good**: 95%+

MySciLEARN - Manage

There are three defined user roles in MySciLEARN with varying levels of management responsibility and control:

District Manager – responsible for the broadest oversight of the district implementation, assigns the school managers, transferring students from school to school and has complete data access.

School Manager - responsible for overseeing the school implementation and transferring students from group to group. Could be a Fast ForWord Coordinator, a Title 1 or Special Education Coordinator, the Principal or the Assistant Principal, etc.

District Manager
- Manage all students, groups, and assignments
- Manage all staff and staff roles
- Manage all schools

School Manager
- Manage their students, groups, and assignments
- Manage instructors for their school
- Manage their school

Instructor
- Manage their students, groups, and assignments

Instructors - responsible for overseeing the class/lab implementation. Could be a teacher, a resource specialist, a lab coach, etc.
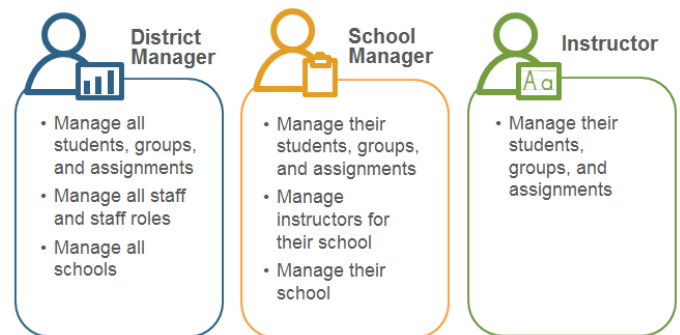
Create Teacher Profile

To create a new teacher profile, simply click on the "Staff" button under the "Manage" tab and then complete all the information with a red asterisk (*).

- Make sure you provide the correct **Role** for each person. Adding a staff member can only be completed by the District or School Manager.
- Make sure the appropriate school is selected for the School Manager and Instructor.
- Click Save or Save and Add

When District/School Managers create instructors, be sure to assign ownership of a group(s) to the instructor. Otherwise, the instructor cannot see his or her students.

- -

Create Teacher Group

Before creating student profiles, it is recommended that the teacher group(s) be created. Under the "Manage" tab click on "Students". In the left column, there is a button for "New Group". Click it and create the name of your group.

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Group Student Profile Upload (CSV File)

When districts or schools have a large number of students to be enrolled, the IT person, network manager, etc. can import all the students at one time.

When they click on the "Import" button, they will be provided a CSV template to download and complete using School Information Systems such as Genesis, SAM, etc.

Once completed, the instructors can select the students that will be in their group(s) by clicking the box next to the student's name and then selecting "Add to Group".

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Individual Student Profile Enrollment

If you have small groups or when new students arrive, you will need to create profiles for these students. Click on "New Student" and a new page will open for you to create the profile.

+ New Student

- Complete all the information with a red asterisk (*).
- Username and Password can be the same and most schools use the Student Number for both.
- Select the School Staff member associated with the students.
- Select the Group in which that student belongs.
- Many districts and schools would like the Student ID number added to make it easier to analyze the data.
- It is recommended to select Race/Ethnicity, Title 1 and/or Migrant.
- To add Special Education information, click "Show Additional Info".

Create Student Username and Password

There are two options for creating student Usernames and Passwords.
1. Autogenerate – This will create the username and password, but they may be long and difficult for younger children to remember.
2. Enter a common username and password that students may use with other programs such as Student ID Number or Lunch Number.

Determine Protocol

Successful implementers of the Fast ForWord program establish clear strategies based on the learning needs of the target population(s) prior to beginning the implementation. Examples of the issues that need to be considered in the beginning include:
- The days of the school week and the time of the school day least likely to be impacted by disruptions.
- How students who miss a Fast ForWord class or session can make up the exercises.
- The physical environment(s) in which the Fast ForWord program will be delivered (for instance, computer lab or classroom) and their availability to the location.
- How the implementation will be supervised and the staffing necessary to provide adequate support for students.

Through this planning process, appropriate Fast ForWord protocols can be chosen from the following:

Days of the Week	Minutes per Session	Estimated Duration
5 days	90 minutes	4-7 weeks
5 days	50 minutes	6-10 weeks
5 days	40 minutes	9-13 weeks
5 days	30 minutes	12-16 weeks
3 days	50 minutes	12-16 weeks
3 days	30 minutes	20-27 weeks

*Special Education students on a 3 day a week protocol should be placed on 50 minute sessions

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Auto-Assign vs. Manual Assign

Before a student can work on a Fast ForWord product, the product must be assigned. MySciLEARN provides two ways to assign a product to a student.

1. **Fast ForWord Auto-Assign** – This feature enables the software to assess your students using the Reading Progress Indicator assessment and then automatically assign the appropriate Fast ForWord product to each student. This is the default assignment method in MySciLEARN. Auto-Assign streamlines the student assignment process by quickly, efficiently, and accurately identifying the most appropriate product for a student and then automatically assigning that product. As the student completes his or her assignments, Fast ForWord Auto-Assign continues to identify and assign appropriate products.

    Auto-Assign On

2. **Manual Assign** – This feature allows you to choose which Fast ForWord products you would like to assign your students. However, if Manual Assign is chosen, students will NOT automatically receive a follow-up Reading Progress Indicator assessment when they are ready to switch to a new product. The teacher will have to manually stop the student in their current product and assign the next product in the series.

    Auto-Assign Off

Reading Progress Indicator

Reading Progress Indicator (RPI) provides reading assessments within MySciLEARN and reports the results in MySciLEARN. The Reading Progress Indicator assessments correlate to nationally recognized and normed assessments, are reliable and validated, and provide overall reading scores that will indicate how students are responding to Fast ForWord product use.

Reading Progress Indicator provides four assessment levels based on the grade entered within MySciLEARN: K-1, 2-3, 4-6, and 7-13+ (pre-Kindergarten students are not eligible for the assessments). The student may complete an assessment across work sessions and days, but should complete prior to beginning a product. The products remain unavailable until the student completes the assessment.

There are three criteria for receiving a follow-up assessment:

- Students must complete 720 minutes in the product

- There can be no gap in use of that product of 21 calendar days or more and

- Students must have at least 50% overall percent complete in the product

MySciLEARN – Get Help

ervink@highlands.k12.fl.us | My Account | Get Help | Log Out

| Home | Manage | Results | SciLEARNU |

| Students | Staff | Schools | System | Exercise Demos |

When you click the Get Help link at the top right of the screen while under the "Manage" tab, a new window will open that will answer all of your questions about MySciLEARN usage.

Contents

This provides instructions, videos and documents that explain all facets of MySciLEARN.

Glossary

This tab provides a list of all the definitions of pertinent words. You may search for a word by adding it to the "Search Glossary" line.

MySciLEARN – Demos

| Home | Manage | Results | SciLEARNU |

| Students | Staff | Schools | System | Exercise Demos |

Accessing Demos

Students and teachers can access demos of each Fast ForWord product by clicking the "Exercise Demos" link at the right on the tool bar. This will provide instructors the ability to demonstrate the products and exercises with the students before they begin working.
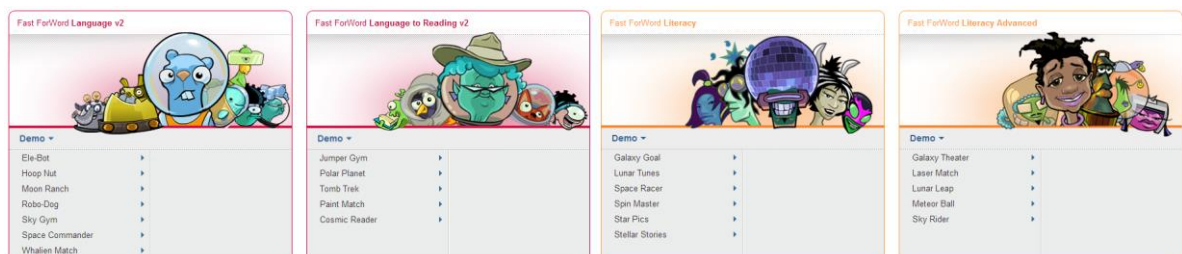

Scroll down to find the product you would like to demo. Hover over the exercise you would like to demo and you will be able to select the level you would like to use.

Instructor/Administrators: www.myscilearn.com
Student: www.myscilearn.com/learner

Language and Literacy Series

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Reading Series

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MySciLEARN – iPad for Student Exercises

Fast ForWord on the iPad

Fast ForWord also is available for both student use and teacher/coach monitoring on the iPad. Any district or school that has a Fast ForWord license also will be able to access Fast ForWord on the iPad.

The first thing that must be done for students to use Fast ForWord on the iPad is to download the apps. Go to the App Store in iTunes and search for Scientific Learning. Several apps should appear:

- Fast ForWord Language
- Fast ForWord Literacy
- Fast ForWord Reading, and
- Reading Progress Indicator

Download all that you need for your students.

To begin the login process, you select the app and a starting screen will appear. Just as on the web, as you begin entering the name of the school or district, a list of names will be provided. Select your school or district. It will ask you to confirm your selection so when you have the correct name, click 'Yes'.

After this step has been completed, the standard student login is the same.

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There are some new things to know about Fast ForWord on the iPad. Instead of a red X, the exit button is on the top center section of the screen. There also is a network icon in the same area to let you know that the iPad is connected to the internet. When the internet is connected, data is uploaded to the MySciLEARN server every 50 seconds.

In the exercises that had a bonus round that required a mouse (Paint Match, Laser Match), students now will tap the frame of the correct word instead. These changes also are being made in the browser version for consistency.


Additional Enhancements in Reading Series

There are three specific enhancements included in the Reading products on the iPad:

- Percent Complete Markers
  - Also added to the Success Viewer
- Consecutive Correct Counter
- Performance Markers

These new enhancements include more exercise percent complete markers and more Success Viewer stars than the current version of Reading, so students switching between iPad and computer may notice this difference. The updated Reading series also will be released in the browser version offered on MySciLEARN. Here is an example of the specific changes to Chicken Dog in Fast ForWord Reading Level 3.

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1. Percent complete marker is under the student name; one box = 10% complete. Percent complete markers have also been added to the Success Viewer.
2. Consecutive Corrects are noted by the hot dog pop-up on top of the score.
3. After 3 consecutive correct, birdseed is added to the bowl next to the cash register.
4. After 4 scoops of birdseed are added, Wanda eats the birdseed and then pushes a button on the cash register to shoot an egg into the nest in the window behind her.
5. As an example, this screenshot shows that the student has accomplished 24 (6 eggs x 4 birdseed scoops) sets of 3 consecutive correct. A teacher walking by can see at a glance that this student is having a great training session.
6. The motivational enhancements reset on the next session.
7. All other exercise aspects remain the same and all progression rules remain the same.
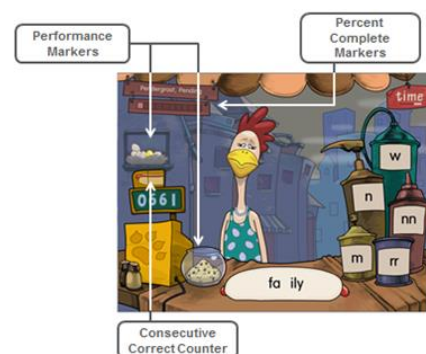
Troubleshooting

If you are having difficulty with closing the app on iOS7, double-click on the Home Button on the front of the iPad frame and swipe left or right until you find the app you wish to close. Swipe the app up to close it.
If your iPad is still on iOS6x, double-clicking on the Home Button will open a panel at the bottom of the screen with all of the open apps. Swipe left or right until you find the app you wish to close and then tap and hold the desired app you wish to close. All of the apps will begin to wiggle and also have a minus sign on the top left corner of the app icon. Tap the minus sign on the app you wish to close. **Important!** Please make sure you are only closing apps on the small launch area at the bottom of the iPad screen. If you do not launch the area at the bottom of the screen and tap and hold apps on the main home screen, you can accidentally delete apps when you are trying to close them.
Other tips in the Fast ForWord Program for iPad User Guide is integrated into MySciLEARN's 'Get Help' section.

MySciLEARN - Results

Results and Gains, the Fast ForWord accountability tool, provides real-time monitoring of student performance on the Fast ForWord exercises. It is an online data analysis and reporting tool that enables educators to monitor individual, group, school, or district performance of students working with Fast ForWord products.

It provides clear, action-oriented information showing student progress over time in specific reading and cognitive skill areas. It helps schools and districts meet local, state and federal mandates.

Date Range

The Data Range default is set for the Last 4 Weeks, but using the dropdown menu you can set it for "This Week", "Last Week", or "Customize" the date range.
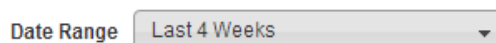
District/School/Group Implementation Success Trend

The Implementation Success Trend provides overall averages for attendance, participation, completion rate as well as the number of days a student has worked on the exercises, and any status flags (see next page). Teachers should monitor these reports daily for indicators in the Percent Complete column. When an Intervention Alert flag is present, the student is struggling and should receive assistance from the teacher. A Switch or Complete flag indicates that the student is ready to move to the next product.

Implementation Success Trend
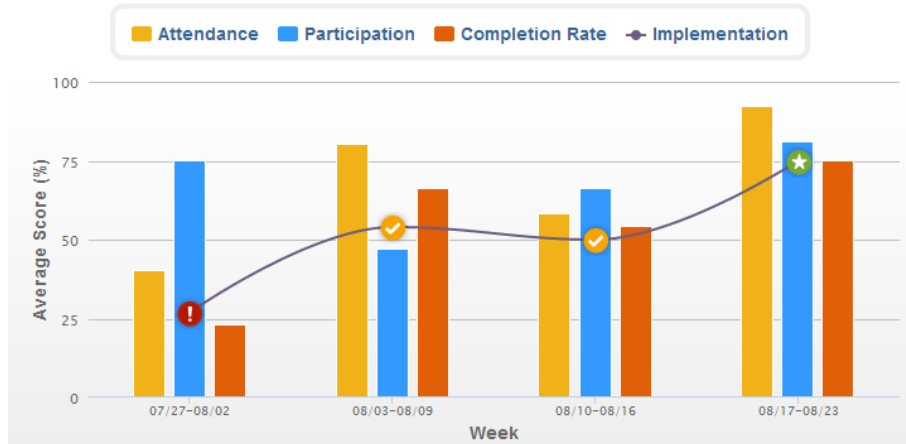
Last	First	Product	% Impl	Status	% Complete	Last Used
		Reading Level 4	⭐ 100%	✔ Complete	85%	5/23/14
		Reading Level 3	⭐ 100%	↻ Switch	82%	5/20/14
		Reading Level 4	⭐ 100%		26%	6/4/14
		Literacy Advanced	⭐ 100%	✔ Complete	82%	5/23/14
		Reading Level 4	⭐ 100%		8%	6/4/14
		Literacy	🟠 44%	🚩 Intervene	85%	5/27/14
		Reading Level 4	⭐ 88%		72%	6/4/14

Percent Complete Report

This report provides information similar to the Implementation Success Trend, but also breaks down the overall content completion into specific exercises. Intervention Alert flags will appear next to percentages of specific exercises in which a student is struggling. Teachers should monitor this group report a few times a week to note Intervention Alerts and Switch or Complete flags.
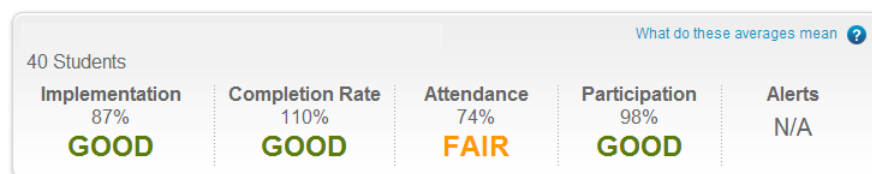
Student	Date Last Used	Status	Percent Complete	Bear Bags	Bedtime Beasties	Buzz Fly	Flying Fish	Magic Rabbit	Quail Mail
	05/16/14	🚩	61%	87%	50%	90%	🚩22%	75%	🚩45%
	05/16/14		53%	59%	75%	40%	31%	50%	63%
	05/21/14		0%	0%	0%	0%	0%	0%	0%
	05/13/14	↻	93%	100%	100%	80%	92%	100%	90%

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Complete – The student has mastered the majority of the material available in this product. Promote to the next product or return to a classroom environment that allows the student to practice the newly acquired skills. *Note*: if the student is using Auto-Assign, MySciLEARN will automatically move the student to the next product.

Switch – The student is progressing well and to be continually challenged, will benefit from moving to the next product. The teacher may choose to keep the student in the current product to completion if circumstances warrant.

Intervene – The student is not progressing as well as desired in the indicated exercises and alerts the teacher to intervene and assist the student. He or she might be having difficulty with the exercises conceptually, with the content, or with motivation. By clicking the flag, ideas for intervention strategies are provided.

CAPs Average by Groups/Students

40 Students					What do these averages mean ❓
Implementation	Completion Rate	Attendance	Participation	Alerts	
87%	110%	74%	98%	N/A	
GOOD	**GOOD**	**FAIR**	**GOOD**		

You can find out more about these averages by clicking the ❓ next to "What do these averages mean".

- **Implementation** – Indicates how well students met the weekly implementation goal which is an average of the Completion Rate, Attendance and Participation (CAPs).

- **Completion Rate** – Indicates how well students met the weekly completion goals which are unique for each Fast ForWord product and vary weekly.

- **Attendance** – Indicates how well students met the minimum daily attendance requirement each week.

- **Participation** – Indicates how well students met the daily time requirement for the days worked each week.

- **Alerts** – Indicates the total number of Intervention Alert Flags for all active participants.

Group	Enrolled	% Implementation	% Completion Rate	% Attendance	% Participation	Alert
▶ Summer School 2014	3	❗ 29%	✅ 21%	❗ 50%	❗ 57%	2
▶ Hayes/2014-2015/5t...	20	⭐ 90%	⭐ 88%	⭐ 99%	⭐ 95%	3
▶ Hayes/2014-2015/1s...	21	⭐ 78%	⭐ 73%	⭐ 94%	✅ 90%	6

The goals for Completion, Attendance and Participation can be found on page 8.

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Excel, Print and Email Scheduler

These links will allow you to save, share and analyze group and individual reports.

- **Excel** – download a spreadsheet that will allow you to analyze data with other assessments easily.
- **Print** – make a hard copy or save to file any report to share with other teachers, administrators and parents.
- **Email Scheduler** – share reports with teachers, administrators and parents through email. This can be scheduled one time only or delivered daily, weekly or monthly.

Individual Student Data

There are several individual reports available to help instructors in the lab and classroom monitor student progress and assist with interventions. To view individual student data, click on your group name and select a student.

The default report is Progress History. To locate the other reports, use the dropdown menu.
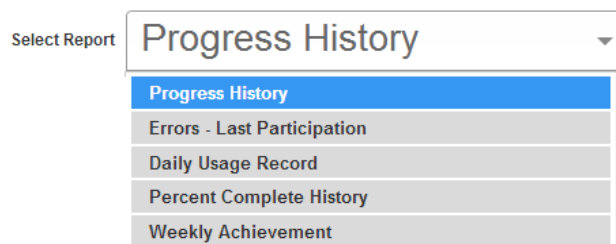
Progress History

The *Progress History* report provides detailed day-to-day progress on each exercise in both a line graph and in detailed textual feedback. Teachers should monitor this report at least weekly noting patterns of difficulty which include *flat-lining* and/or *zigzagging*.
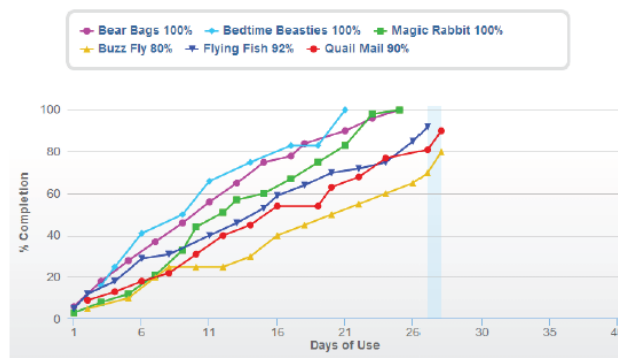
For additional information on the exercise, scroll down to the *Completion Report* section. This section provides detail regarding completion status in specific skills within the exercise and powerful information to assist in delivering focused intervention.

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For an explanation of report symbols and additional information on exercise skills, progression, goals, and instructions, see the *Completion Status* explanations by clicking the .

- -

Error Report

The *Error Report* provides a detailed analysis on specific skills within each exercise. The report is broken down by specific items and is a powerful tool for identifying a student's unique difficulties.

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Daily Usage Record

The *Usage Overview* will show the instructor whether participants are completing all their assigned exercises on a daily basis. When clicking on the next to Completion Status, a description of each dot will appear.

Detailed Usage - shows the minutes and number of trials completed in each exercise.
Exercise Start Time – shows the start time for each exercise.

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Percent Complete History

This report provides detailed day-to-day progress on each exercise by percent complete. Percentages displayed in green are the highest achieved for that exercise.

Exercise Completion by Date

Date	Day	Bear Bags	Bedtime Beasties	Buzz Fly	Flying Fish	Magic Rabbit	Quail Mail
03/13/2014	1	6%	-	-	7%	3%	-
03/14/2014	2	-	-	10%	11%	-	9%
03/18/2014	3	18%	8%	-	-	8%	-
03/19/2014	4	-	33%	-	16%	-	18%

Weekly Achievement Report

Weekly Completion Goals are initially determined by the product and the protocol selected for each student. However, from the first week onward, the goals for completion will be different for each student because they progress at their individual pace.

This report provides detailed information about the student's progress on each of the exercises in the product. It includes the percentage of content completed, the attendance rate and participation rate. This report provides a picture of student performance that can be used to communicate among the teachers, reading coach, lab monitor and instructional aide. This is also an excellent tool to use for grades or reporting progress to the parents.

Additional information on this report (not shown) includes the Participation and Points Chart which shows whether the student completed the required number of minutes each day and how many points were earned for each exercise worked. High scores are indicated with a gold star. That chart is followed by Weekly Summary which lists details on the exercises in which the student achieved the highest gains and which ones the student struggled with that week.
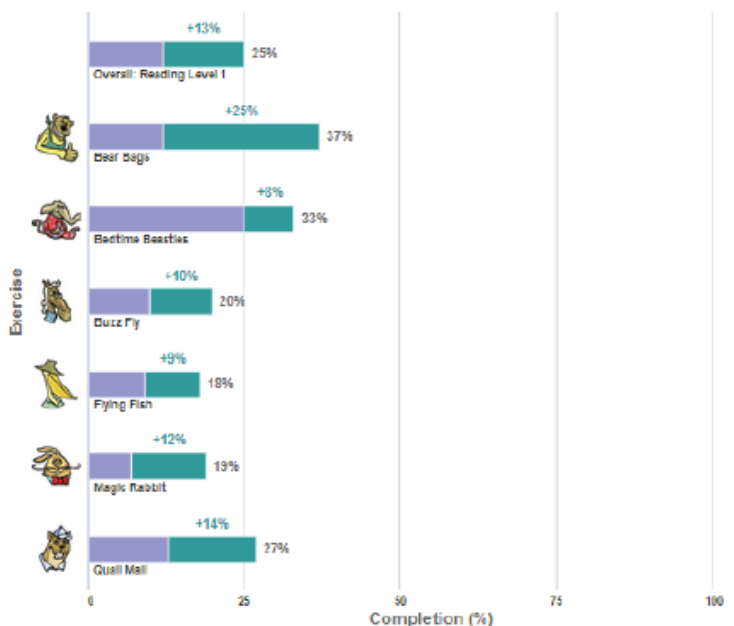
Weekly Goals

Product: Reading Level 1

	Completion	Goal
Completion:	13%	13%
Attendance		5 days
Participation:	100%	30 min. per day

Completion

■ Previous Completion ■ Weekly Gain

Exercise	Gain	Completion
Overall: Reading Level 1	+13%	25%
Bear Bags	+25%	37%
Bedtime Beasties	+8%	33%
Buzz Fly	+10%	20%
Flying Fish	+9%	18%
Magic Rabbit	+12%	19%
Quail Mail	+14%	27%

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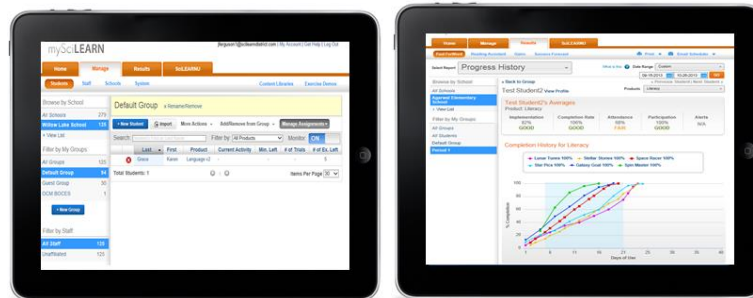
Monitoring Students with the iPad

Coaches can use the Safari browser to access MySciLEARN just as on the computer. This allows you to monitor students' needs as you walk around the classroom or lab with the iPad so no time is wasted going back and forth to the computer.

MySciLEARN - Gains

District/School Gains

Available to the District, Schools, Groups and individuals, these reports demonstrate how students have progressed on Fast ForWord products based on their Reading Progress Indicator scores.

There are four District/School Group reports: Reading Level Gains, Reading Level Gain Distribution, Reading Percentile Scores and Proficiency Level Changes.
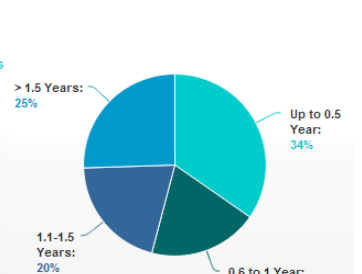
To see the number of participants in each category on these reports, use your mouse to hover over a bar, piece of the pie or the before/after bubble.
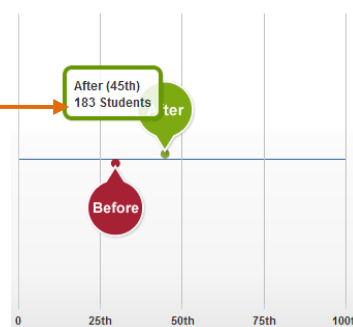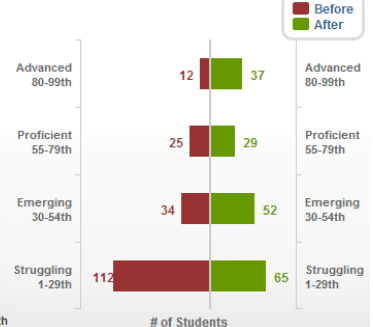

Gains by Group

To view an individual instructor's group, scroll to the bottom of the screen and select the group. This will bring up the same reports shown on the previous page and include only the participants in that particular group. At

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the bottom of this screen, you will see a list of all the participants' individual scores. This will include the Initial Assessment and Gains by Students. The Gains by Group report is similar to the District/School Report.

Gains by Student

Below the Gains by Group, individual student gains can be viewed. This shows not only the Grade Equivalent Gains made (year/month), but also the individual Percentile Gains, the number of products completed, the actual days of product use and the total calendar days.

Below Gains by Student, there is Performance by Reading Skill on Last Assessment. The skill areas of the Reading Progress Indicator assessment are Phonological Awareness, Decoding, Vocabulary and Comprehension. To compare the changes in these categories, click on the Initial Assessment tab above to see the participant's initial scores.

Individual Student Gains Report

To view an individual student's report, click on his/her name from the list of students. This report provides Days of Use by Product, Reading Progress Indicator Assessment History and Performance by Reading Skill.

Remember: These reports can be printed or saved for future reference to share with other teachers, administrators and parents.
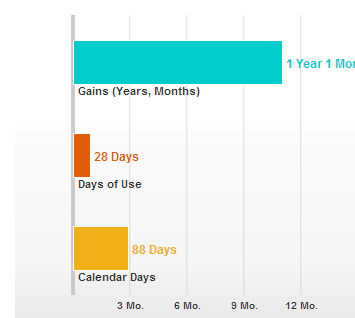
MySciLEARN – SciLEARNU

SciLEARNU is the location for all the information you need to successfully manage your Fast ForWord implementation. More can be learned about our products and how they meet the needs of many different students.

Fast ForWord product training videos and documents as well as new material can be found on the SciLEARNU homepage. You have access to the most popular items others have found helpful and can create a list of your own favorite selections. Favorites can be found on the SciLEARNU homepage as well as the main homepage of MySciLEARN.