

# Best Practices

## IMPLEMENTATION WORKBOOK

Brought to you by

Fast ForWord®

★ We Care  
TEAM

*Fast ForWord*®  
by Scientific Learning



## ***Best Practices*** **Implementation Workbook**

Name \_\_\_\_\_

School \_\_\_\_\_

Date of Implementation \_\_\_\_\_

On the Cover

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## Team Members

Successful implementations are the result of coordinated efforts of your school/building staff and the *Fast ForWord*® implementation team. The *Fast ForWord* We Care Team assigns consultants to assist with every aspect of your implementation, from installation and goal setting to enrollment and instruction. They work in partnership with members of your administrative and academic staff, who undertake key responsibilities of running the on-site program.



### **Fast ForWord Implementation Coordinator**

Your *Fast ForWord* Implementation Coordinator is your primary contact as you get started and will help you organize your implementation.

Name \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

### **Fast ForWord Technical Manager**

Your *Fast ForWord* Technical Manager coordinates your technical implementation, including technology assessment and installation.

Name \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

### **School/District Team**

*Administrator* - the *Fast ForWord* Administrator holds a leadership position at the school, usually the principal or assistant principal. This person assesses school and participant needs, determines school goals, manages instructional programs, and affects school climate.

Name \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

*Manager* - the *Fast ForWord* Manager holds a professional position at the school, usually a lead speech, language, reading, or literacy teacher. This person selects participants, monitors and analyzes data, administers pre- and post- testing, assesses participant needs, and schedules participants. This person also serves as a resource and supervisor to the coach.

Name \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

*Coach* - the *Fast ForWord* Coach can be either a professional such as a teacher or a paraprofessional/support person at the school, usually a classroom assistant, parent volunteer, or retired teacher. This person motivates participants, follows the recommended protocol, and provides overall support to participants as he or she oversees the daily activities of implementing the *Fast ForWord* family of products. The Coach must have basic computer skills as well as the ability to access and interpret participant data.

Name \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_



If staff is limited, the Manager may also serve as the Coach. However, the duties of both the Manager and Coach must be performed to ensure an effective implementation.

## Introduction

The *Fast ForWord*® Best Practices Implementation Workbook is intended to provide the information considered necessary to plan a successful *Fast ForWord* implementation. An effective implementation will enable participants to make the most gains in language and reading using *Fast ForWord* products. Throughout this workbook you will have the opportunity to fill in specific school and district information that can be shared with your staff. Keep this workbook for future reference during your tenure with *Fast ForWord*.

To help participants achieve maximum success in their work with *Fast ForWord* products, it is recommended that teachers follow the Best Practices Implementation Plan. The steps of the plan serve as the organizational structure for this workbook. These five key steps include :

### 1 Set the Plan

- Assess School and Participant Needs
- Specify Goals
- Maximize Resources

### 2 Schedule Professional Development

- Review Online Professional Development Courses
- Attend On-site Training
- Work with School and Community

### 3 Set the Schedule

- Schedule Participants
- Conduct Pre-Testing
- Follow Product Protocol
- Follow Product Sequence
- Coordinate Product Timeframe

### 4 Create the Learning Environment

- Setup Lab/Classroom Environment
- Implement Protocol
- Supply Motivation/Rewards
- Provide Supervision/Coaching
- Contact Support Network

### 5 See the Gains

- Review *Fast ForWord* Progress Tracker Data
- Administer Post-Testing
- Report Results



## Contacts

### School Information

School Name \_\_\_\_\_

School Phone Number \_\_\_\_\_

Contact \_\_\_\_\_

### Location of *Fast ForWord* Lab/Classroom(s)

Room \_\_\_\_\_

Phone Number \_\_\_\_\_

Contact \_\_\_\_\_

Room \_\_\_\_\_

Phone Number \_\_\_\_\_

Contact \_\_\_\_\_

Room \_\_\_\_\_

Phone Number \_\_\_\_\_

Contact \_\_\_\_\_

### *Fast ForWord* Information

Org ID \_\_\_\_\_

Activation Code \_\_\_\_\_

Password \_\_\_\_\_

Administrator \_\_\_\_\_

Manager \_\_\_\_\_

Coach \_\_\_\_\_

Technical Contact \_\_\_\_\_

**District Information**

District Name \_\_\_\_\_

District Phone Number \_\_\_\_\_

Superintendent \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Curriculum Contact \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Technical Contact \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

**Other District Contacts & Titles**

Contact \_\_\_\_\_ Title \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Contact \_\_\_\_\_ Title \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Contact \_\_\_\_\_ Title \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

## Fast ForWord® Product Information



Place a checkmark next to each of the *Fast ForWord* products licensed:

### Fast ForWord Family of Products

- Fast ForWord* Language Basics
- Fast ForWord* Language
- Fast ForWord* Middle & High School
- Fast ForWord* Language to Reading
- Fast ForWord* to Reading Prep
- Fast ForWord* to Reading 1
- Fast ForWord* to Reading 2
- Fast ForWord* to Reading 3
- Fast ForWord* to Reading 4
- Fast ForWord* to Reading 5

### Additional Fast ForWord Products

- Fast ForWord* Bookshelf
- Reading Edge

Place a checkmark next to each statement that describes your *Fast ForWord* installation and fill in the details (where applicable).

### License Information

- Single-use License                      Expiration date: \_\_\_\_\_
- Site License
- Workstation License(s)                  How many? \_\_\_\_\_
- Perpetual License                          Renewal date: \_\_\_\_\_
- Subscription License                      Expiration date: \_\_\_\_\_

### Installation

- Installation by school or district personnel
- Installation by *Fast ForWord* We Care Team (on-site)

**Computer/Network Setup**

- Network
- Stand-alone used in a network environment
- Stand-alone

Location of Data Manager \_\_\_\_\_

Location of Teacher Tools \_\_\_\_\_

Number of stations in lab/classroom \_\_\_\_\_

Number of classrooms \_\_\_\_\_

List classrooms \_\_\_\_\_

**Professional Development and Services**

- Initial Training
  - Date \_\_\_\_\_ Time \_\_\_\_\_
  - Location \_\_\_\_\_

- Follow-up Training Day
  - Date \_\_\_\_\_ Time \_\_\_\_\_
  - Location \_\_\_\_\_

- Implementation Management
  - Date \_\_\_\_\_ Time \_\_\_\_\_
  - Location \_\_\_\_\_

- Follow-up Consulting Day(s) How many? \_\_\_\_\_
  - Date \_\_\_\_\_ Time \_\_\_\_\_
  - Location \_\_\_\_\_

- Installations by *Fast ForWord* We Care Team
  - What are the details? \_\_\_\_\_
  - \_\_\_\_\_
  - Date \_\_\_\_\_ Time \_\_\_\_\_
  - Location \_\_\_\_\_

*This section recommended for Administrator*

# STEP 1

## Set the Plan



Assess School and Participant Needs



Specify Goals



Maximize Resources

The ultimate goal for the *Fast ForWord* implementation is to rapidly improve language and reading skills while building foundational cognitive skills. Proactive planning will lead to greater success. In Step 1, you initiate the planning process.

Using a five-step process to address these questions, you will learn how to select participants, prepare the staff, design a schedule to accommodate the product protocol in the school, create an effective learning environment, and track participants' gains.

### Administrator

*The Fast ForWord Administrator holds a leadership position at the school, usually the principal or assistant principal. This person assesses school and participant needs, determines school goals, manages instructional programs, and affects school climate.*



### Assess School and Participant Needs

Recognizing the specific needs of your school will result in an implementation plan that supports your existing instructional program.



#### Assess School Needs

Listed below are sample questions for your consideration; you may add other questions to this list. Please review the questions to determine your school's needs. Write your thoughts in the space provided.

*What results do we hope to see?*

*How will we successfully implement these products in our school?*

*What needs are unique to this school?*

*What special populations does this school serve?*

*How have recent test results impacted this school's instructional program?*

*In the space below, identify the 3 most significant needs of your school.*

- 1.
- 2.
- 3.

### **Assess Participant Needs**

Participants need many skills to read: phonemic awareness, phonics, fluency, vocabulary, and comprehension. They also need foundational cognitive skills such as Learning MAPS™ (Memory, Attention, Processing, and Sequencing) to perform these reading skills effectively.

#### **Memory**

The ability to store information and ideas, which is essential for word recognition, comprehension of complex sentences, and remembering instructions. Includes both working memory and long-term memory.

#### **Attention**

The ability to focus on information and tasks, and ignore distractions.

#### **Processing**

The ability to accurately perceive and manipulate information. In the context of reading, processing refers to the ability to distinguish speech sounds and identify letter and word forms.

#### **Sequencing**

The ability to place 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.

### **Learning MAPS**

*An acronym for Memory, Attention, Processing, and Sequencing; foundational cognitive skills required for effective reading and targeted by Fast ForWord products.*

*Fast ForWord* products target all of these skills using neuroscience principles to produce remarkable gains. While all readers can benefit from working with *Fast ForWord* products, many schools select specific groups of participants whose reading skills need strengthening.

Once participants are selected, the *Fast ForWord* Product Use Chart for Reading Intervention (see *Fast ForWord* Product Use Chart on the *Fast ForWord* Professional Development Resource CD for comprehensive guidelines and category definitions) provides guidance in placing participants in the most appropriate *Fast ForWord* product. Product usage begins with the core products of *Fast ForWord* Language or *Fast ForWord* Middle & High School, and *Fast ForWord* Language to Reading followed by the *Fast ForWord* to Reading products. The following tables are examples of participant placement at different grade levels.

**Example:  
Grade 2**

Student Performance Level	% of Students	Year 1 (Grade 2) <i>Fast ForWord</i> Products	Year 2 (Grade 3) <i>Fast ForWord</i> Products	Year 3 (Grade 4) <i>Fast ForWord</i> Products	Year 4 (Grade 5) <i>Fast ForWord</i> Products
1 level below standard	_____ %	Language and Language to Reading	Reading 3	Reading 4 (optional)	
2 levels below standard	_____ %	Language and Language to Reading	Reading 2 and Reading 3	Reading 4	Reading 5 (optional)
3 levels below standard	_____ %	Language and Language to Reading	Reading Prep and Reading 1	Reading 2 and Reading 3	Reading 4 and Reading 5

**Middle or High School: Year 1**

Student Performance Level	<i>Fast ForWord</i> Products 1 semester	<i>Fast ForWord</i> Products 1 semester
1 level below standard	Middle and High School Language to Reading	Reading 4 and Reading 5
2 or more levels below standard	Middle and High School Language to Reading	Reading 3 and Reading 4

Please see the *Fast ForWord* Professional Development Resource CD for additional grade levels.

Review the suggested criteria below to identify participants in your school who will use the *Fast ForWord* products.

*Select participants who*

- read below grade level
- show little interest in reading
- experience difficulty associating letters with sounds
- need stronger language or reading skills
- speak in simple, short sentences or incomplete sentences
- have difficulty communicating and following directions

**To see how other schools have selected participants, visit the Results section of the Scientific Learning website ([www.scientificlearning.com/results](http://www.scientificlearning.com/results)).**



In the space below, list potential populations or participants to be targeted.

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## Protocol

The process (specific number of minutes, days and weeks) for working with the exercises in each product that will ensure the best opportunity for participant learning achievement.

### Review *Fast ForWord* Products and Protocol

- Review products, the instructional purpose, and skills targeted
- Select the protocol that best fits your instructional day

#### Review *Fast ForWord*® Products

In preparation for the next task, selecting which *Fast ForWord* products will be implemented, please read the detailed product descriptions in Appendix A. The protocol for each product accompanies its description. Finally, review the recommended product sequence examples illustrated in the charts below.

#### Grade 2

Student Performance Level	% of Students	Year 1 (Grade 2) <i>Fast ForWord</i> Products	Year 2 (Grade 3) <i>Fast ForWord</i> Products	Year 3 (Grade 4) <i>Fast ForWord</i> Products	Year 4 (Grade 5) <i>Fast ForWord</i> Products
1 level below standard	_____ %	Language and Language to Reading	Reading 3	Reading 4 (optional)	
2 levels below standard	_____ %	Language and Language to Reading	Reading 2 and Reading 3	Reading 4	Reading 5 (optional)
3 levels below standard	_____ %	Language and Language to Reading	Reading Prep and Reading 1	Reading 2 and Reading 3	Reading 4 and Reading 5

#### Middle or High School: Year 1

Student Performance Level	<i>Fast ForWord</i> Products 1 semester	<i>Fast ForWord</i> Products 1 semester
1 level below standard	Middle and High School Language to Reading	Reading 4 and Reading 5
2 or more levels below standard	Middle and High School Language to Reading	Reading 3 and Reading 4



Once you have identified the participants and reviewed the products, sequence and protocol, you are ready to select which products will be implemented with which groups of participants. In the *Fast ForWord* Product Assignment chart below, identify which products fit your *Fast ForWord* implementation. (See Appendix B for a reproducible form.)



**It is recommended that participants complete two products per school year for maximum benefit.**

<b><i>Fast ForWord</i></b>	<b>GROUP 1:</b>		<b>GROUP 2:</b>		<b>GROUP 3:</b>		<b>GROUP 4:</b>	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
<b>Language Basics</b>								
<b>Language</b>								
<b>Middle &amp; High School</b>								
<b>Language to Reading</b>								
<b>to Reading Prep</b>								
<b>to Reading 1</b>								
<b>to Reading 2</b>								
<b>to Reading 3</b>								
<b>to Reading 4</b>								
<b>to Reading 5</b>								



Refer to Step 3: *Set the Schedule* for more information about selecting participants and product protocol.

### Determine Protocols

*Fast ForWord* products are based on neuroscience principles used within a specific protocol. Strict adherence to these protocols is critical for maximum benefit.

The *Fast ForWord* Product Protocol Guide lists the minutes per day, days per week, and number of weeks for each product. Select the protocol that fits best with your instructional day.

#### ***Fast ForWord* Product Protocol Guide**

<b><i>Fast ForWord</i> Product</b>	<b>Minutes per Day</b>	<b>Days per Week</b>	<b>Weeks</b>	
<b>Language Basics</b>	30 (Three 10-minute exercises)	<b>5</b>	<b>3-6</b>	
<b>Language</b>	50 (3-5 exercises of varying length each day)	<b>5</b>	<b>8-12</b>	
	75 (Five 15-minute exercises)	<b>5</b>	<b>6-10</b>	
	100 (Five 20-minute exercises)		<b>4-8</b>	
	100-Minute (Day 6)	60 (Three 20-minute exercises)	<b>Days 1-3</b>	<b>First Week</b>
		80 (Four 20-minute exercises)	<b>Days 4-5</b>	<b>First Week</b>
		100 (Five 20-minute exercises)	<b>5</b>	<b>After First Week, for 4-8</b>
<b>Middle &amp; High School</b>	48 (Six 8-minute exercises)	<b>5</b>	<b>8-12</b>	
	90 (Six 15-minute exercises)	<b>5</b>	<b>4-8</b>	
<b>Language to Reading</b>	50 (Five 10-minute exercises)	<b>5</b>	<b>8-12</b>	
	90 (Five 18-minute exercises)	<b>5</b>	<b>4-8</b>	
<b>to Reading Prep</b>	30 (Three 10-minute exercises)	<b>5</b>	<b>12-16</b>	
<b>to Reading 1</b>	48 (Six 8-minute exercises)	<b>5</b>	<b>8-12</b>	
	90 (Six 15-minute exercises)	<b>5</b>	<b>4-8</b>	
<b>to Reading 2</b>	48 (Six 8-minute exercises)	<b>5</b>	<b>8-12</b>	
	90 (Six 15-minute exercises)	<b>5</b>	<b>4-8</b>	
<b>to Reading 3</b>	48 (Six 8-minute exercises)	<b>5</b>	<b>8-12</b>	
	90 (Six 15-minute exercises)	<b>5</b>	<b>4-8</b>	
<b>to Reading 4</b>	48 (Six 8-minute exercises)	<b>5</b>	<b>8-12</b>	
	90 (Six 15-minute exercises)	<b>5</b>	<b>4-8</b>	
<b>to Reading 5</b>	50 (Five 10-minute exercises)	<b>5</b>	<b>8-12</b>	
	90 (Five 18-minute exercises)	<b>5</b>	<b>4-8</b>	

# ✓ Specify Goals

## Goals need to address

- increasing participant reading achievement
- improving behavior (self-esteem, classroom participation, etc.)
- impacting as many participants as possible
- generating high levels of involvement and support among staff, participants, and parents

## The *Fast ForWord* Administrator

- identifies the goals
- communicates the goals to everyone involved
- develops a strategy to measure the success of the program
- involves staff and parents in assisting participants meet their goals



## Existing Goals

Your school or district may have identified goals that may be affected by *Fast ForWord* product use. Depending on the source, district, school, or teacher goals may vary from wide-ranging to student-specific in nature.

In the space provided, list these goals and indicate how the *Fast ForWord* products can help achieve them.

### District Goal

We will communicate our goal and progress by

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We will know we reached our goal when

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We will get staff and parents excited by

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**Examples of District Goals**

90% of Title I students will show a 5-10 point increase in state assessment reading scores.

Each school will enroll 50 participants in the *Fast ForWord* products this semester.

Each participant will complete two products this school year.

**Example of  
School Goal**

*Number of students  
retained in 3rd grade  
will decrease by 25%*

**School Goal**

We will communicate our goal and progress by

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We will know we reached our goal when

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We will get staff and parents excited by

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**Example of  
Teacher Goal**

*Reading test scores will  
increase by 5% annually*

**Teacher Goal**

We will communicate our goal and progress by

---

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We will know we reached our goal when

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We will get staff and parents excited by

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**Fast ForWord Goals**

In addition to the existing district, school, and teacher goals, explore the creation of goals that focus on *Fast ForWord*.

The District will

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The School will

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The Coach will

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The Teachers will

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The Participants will

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The Parents will

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The Community will

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**Examples of  
Fast ForWord  
Goals**

*District:* Reduce the number of pre-referral students qualifying for Special Education services by 30% after using 2 *Fast ForWord* products.

*School:* 3rd and 4th graders scoring in the 4th quartile will move to the 3rd quartile after using 2 *Fast ForWord* products.

*Coach:* All students will have completion rates of 80% or higher.

*Teacher:* Classroom teachers will review Overview Report weekly with the Coach.

*Participant:* Each participant will have participation rates of 90% or higher and completion rates of 80% or higher.

*Parent:* Parents will ensure compliance by enforcing a minimum of 90% attendance rate.

*Community:* Businesses will be contacted to provide prizes for use as rewards. Updates on student progress will be posted in the local/school newspaper.

## ✓ Maximize Resources

Make sure the school has the *equipment, space, and staff* required to succeed.

### Equipment

*Fast ForWord* products require each participant to use a computer and stereo headphones. Refer to the list of technical specifications (including sound cards) in the Support section of the Scientific Learning website ([www.scientificlearning.com/gateway/customerconnect](http://www.scientificlearning.com/gateway/customerconnect)).

Ensure that the lab or classroom is in good working order and meets the *Fast ForWord* specifications. Ideally, the lab or classroom should be used every period, including one period for data analysis.

### Equipment Checklist

- \_\_\_ number of high quality headphones (including spares)
- \_\_\_ number of y-adapters (including spares)
- color printer (and extra ink cartridges)
- telephone in lab, or easily accessible

### Space

A computer lab or other quiet classroom area is an ideal space in which to run the products.

TIP: Some schools decorate their labs with *Fast ForWord* characters either on the bulletin boards or painted directly onto the walls. Refer to Step 4: Create the Learning Environment for detailed information.

### Manager

*The Fast ForWord Manager holds a professional position at the school, usually a lead speech, language, reading, or literacy teacher. This person selects participants, monitors and analyzes data, administers pre- and post-testing, assesses participant needs, and schedules participants. This person must also serve as a resource and supervisor to the coach.*

### Staff

Specific duties for the Manager and the Coach are included on this page and the next to help clarify each person's responsibilities and to synchronize their efforts in running a successful implementation.

### Role of the Manager

- Demonstrate exceptional knowledge of Progress Tracker reports
- Review participant progress daily or weekly, as directed by building leadership
- Provide information regarding participant intervention to the coach and classroom

**Role of the Teacher**

- Setup weekly or daily emails as determined by building leadership
- Prepare regular reports for district leadership
- Communicate observations and recommendations to instructional team

**Role of the Coach**

- Coach participants while they work on the *Fast ForWord* exercises
- Motivate participants
- Provide a quiet, positive learning environment
- Intervene to further participant progression as recommended by Progress Tracker
- Collaborate with classroom teachers on participant activity
- Ensure that Progress Tracker reports are being viewed by instructional staff
- Complete daily computer tasks
- Maintain equipment in good working order
- Demonstrate adequate ease with computers and perform basic troubleshooting
- Communicate observations and issues to appropriate instructional staff
- Conduct weekly conferences with participants to discuss their progress

**Coach**

*The Fast ForWord Coach can be either a professional such as a teacher or a paraprofessional/support person at the school, usually a classroom assistant, parent volunteer, or retired teacher. This person motivates participants, follows the recommended protocol, and provides overall support to participants as he or she oversees the daily activities of implementing the Fast ForWord family of products. The Coach must have basic computer skills as well as the ability to access and interpret participant data.*

*This section recommended for Administrator, Manager, and Coach*

## STEP 2

# Schedule Professional Development

- Review Online Professional Development Courses
- Attend On-site Training
- Work with School and Community

Training and professional development are important components of your implementation. Ensuring that your staff is well-trained and prepared will result in greater participant gains.

*Fast ForWord* Training provides critical information about how the brain learns, why the products are effective, and how to successfully implement *Fast ForWord* products. *Fast ForWord* training consists of three parts:

- *Online Courses*
- *On-site Training*
- *Work with School and Community*

## Online Professional Development Courses

Enroll managers and coaches in Getting Started to prepare them for the *Fast ForWord* On-site Training. There are two online professional development courses available.

- *Fast ForWord Getting Started* - [www.scientificlearning.com/gettingstarted](http://www.scientificlearning.com/gettingstarted)
- *BrainConnection* - [www.brainconnection.com/pd](http://www.brainconnection.com/pd)

*Fast ForWord Getting Started* ([www.scientificlearning.com/gettingstarted](http://www.scientificlearning.com/gettingstarted))

This online course describes the neuroscience research behind the *Fast ForWord* products and how the brain learns. It also describes the latest technology used to help participants of all ages and all learning abilities rapidly improve reading, language, and learning skills.

***Fast ForWord Getting Started* is divided into three mini-courses**

- Course 1** - Why *Fast ForWord* Products?
- Course 2** - How to Use *Fast ForWord* Products
- Course 3** - Making the Most of *Fast ForWord* Products

*See Appendix B for reproducible enrollment forms for each of the courses.*

**BrainConnection** ([www.brainconnection.com/pd](http://www.brainconnection.com/pd))

Your staff has unlimited access to the BrainConnection professional development courses. These courses provide insight into brain research and how that research influenced the creation of the *Fast ForWord* products.

BrainConnection professional development courses have been designed for educators who want to increase their knowledge about how the brain works and how we learn. By "learning about learning," teachers, administrators, curriculum specialists, and staff developers are able to choose the curriculum tools and create the optimal school environment to ensure all children have the opportunity to excel.

**BrainConnection consists of three mini- courses about the brain**

**Course 1** - Language and the Brain

**Course 2** - The Developing Brain

**Course 3** - The Reading Brain

See Appendix B for reproducible enrollment forms for each of the courses.

## Attend On-site Professional Development Training

**On-site training sessions educate school staff about**

- administrative procedures and daily steps
- practical strategies for successfully implementing the products
- effective coaching, motivation, and intervention strategies

Staff members involved in the *Fast ForWord* implementation should attend on-site training sessions prior to the product use. An initial training presents the following content and goals:

**Goals for Initial On-site Professional Development Training**

- Understand the neuroscience research behind the *Fast ForWord* products
- Understand protocols and the importance of participation and attendance scores
- Experience the *Fast ForWord* exercises
- Enroll participants
- Prepare for first day with participants
- Establish administrative procedures
- Explore tools and resources
- Develop motivational strategies
- Analyze intervention and switch flags
- Review district and school goals and expectations
- Understand district or school pre & post-test strategy
- Understand importance of completion, participation and sequence of products

Use this planning sheet to schedule staff (up to 15 users) for Initial Training  
(see Appendix B for a reproducible form).

### Sample Initial Training Planning Sheet

School/Group	Dates Requested	Dates Confirmed	Comments
1.			
2.			
3.			
4.			

A follow-up professional development training day offers the following additional content and goals:

### Goals for Follow-Up Professional Development Training

- Review Gateway tools and resources
- Analyze participant data with Progress Tracker or Results Screen
- Discuss participant motivation strategies and incentives
- Discuss interventions and switch flags
- Reviewing reports with participants and discussing their progress
- Review successful implementation strategies
- Discuss *Fast ForWord* product effectiveness

Use this planning sheet to schedule staff (up to 15 users) for Follow-Up Training  
(see Appendix B for a reproducible form).

### Sample Follow-Up Training Planning Sheet

School/Group	Dates Requested	Dates Confirmed	Comments
1.			
2.			
3.			
4.			



### Parent Involvement

Let parents know, through parent meetings or written communication, their child is participating in a research-based product that

- builds cognitive skills while developing language and reading skills
- improves self-esteem and classroom participation
- requires participants to follow the product protocol

Here are some suggestions to involve parents:

- Host a *Fast ForWord* Open House or parent information session
- Send a letter home to parents describing the *Fast ForWord* products
- Have parents complete the "pre-training" observational survey
- Email reports from Progress Tracker directly to parents

In the table below, list activities you will initiate to involve parents.

Activity	Due Date	Owner
<i>Fast ForWord</i> Open House/ Information Session		
Email student reports to parent/guardian		
Observational Survey - Pre- <i>Fast ForWord</i> use		
Observational Survey - Post- <i>Fast ForWord</i> use		

This section recommended for Manager and Coach

## STEP 3

### Set the Schedule

- Schedule Participants (Manager)
- Conduct Pre-Testing (Manager)
- Select Product Protocol (Manager)
- Follow Product Protocol (Coach)
- Follow Product Sequence (Coach)
- Coordinate Product Timeframe (Manager)

#### Schedule Participants

You may have more potential participants than available computers (participants need to use computers every day for the specified protocol). Use the following criteria to help decide who will be scheduled first:

- Students reading two or more years below grade level
- Students who have been retained
- Title 1
- At-Risk students
- Entire classes or grade levels

Specific information is required for *Fast ForWord* enrollments.

#### Participant Enrollment Form

(See Appendix B for a reproducible Participant Enrollment form.)

First Name	Last Name	Birthday mm/dd/yy	Gender	Fast ForWord Product

This form covers the minimum required information for enrolling participants; additional information can be added at a later date, depending on the grouping you require for reports. Further information, such as the data required for No Child Left Behind, may be included for sorting and reporting purposes.

Reproduce the Participant Enrollment form from Appendix B and enter participant information for your *Fast ForWord* implementation.

#### Conduct Pre-Testing

Scientific Learning encourages a broad-based assessment regimen of independent testing to validate participant progress. It is encouraged that schools compare *Fast ForWord* results with school test data. Reading Edge is

available from the *Fast ForWord* We Care Team for use as a pre and post-test, however schools may find it easier to use their own required assessment instruments in a similar fashion.

**Assessment possibilities include:**

- Scientific Learning's Reading Edge (2nd grade and below)
- District standardized tests
- State standardized tests
- Tests commonly used with special populations

The *Fast ForWord* We Care Team is available to design an impact study and/or make recommendations regarding assessment.

In the space provided below and on the next page, outline your pre- and post-testing strategy.

Pre-test instrument \_\_\_\_\_

Pre-test date \_\_\_\_\_

Pre-test data \_\_\_\_\_

## Select Product Protocol

One of the key components of the impact of *Fast ForWord* product use on participant learning is adherence to the protocol, which is the amount of time (as dictated by the neuroscience research) required daily for training on the exercises. The frequency and intensity of participant engagement is absolutely critical for results. Multiple protocols are available and the selection of your protocol is dependent on your schedule and participant availability.

For ideal scheduling, we recommend students work on *Fast ForWord* products for the recommended number of weeks continuously. We realize that other school needs such as breaks, testing, and other school events necessitate breaking up the schedule. When you plan your schedule, select a protocol that will not only fit your daily schedule, but also fit your semester. Consider holidays and other absences when calculating the number of weeks required to reach completion.

Group Name	Product	Protocol
Mrs. Smith's Fall 05 Class	Language	50 Minute

## ✓ Follow Product Protocol

The *Fast ForWord* Coach ensures that participants follow the protocol recommended for the product in which they are enrolled for maximum benefit.

## ✓ Follow Product Sequence

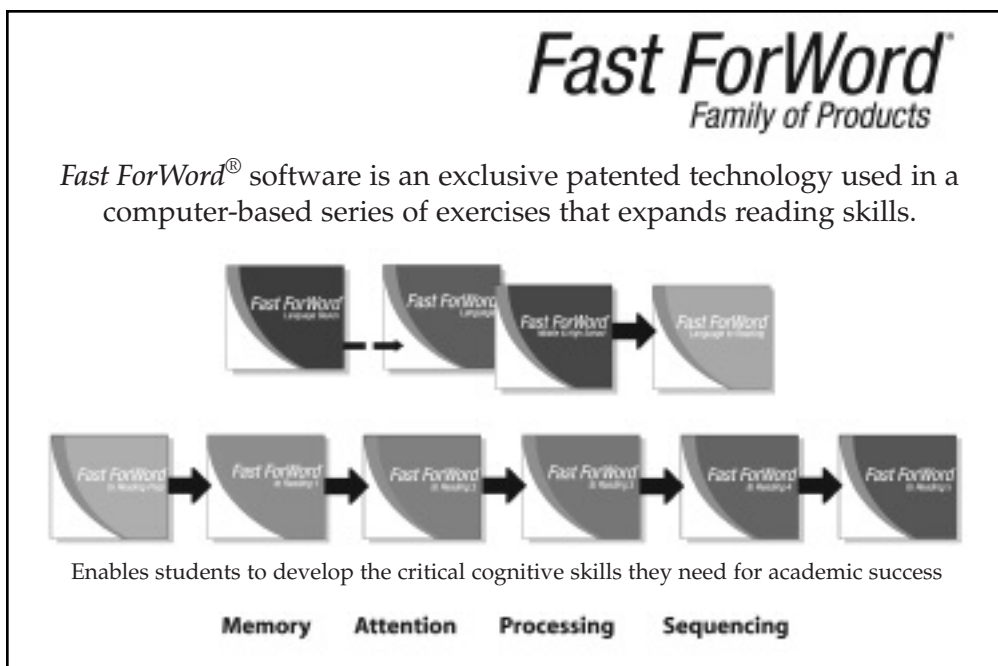
After you have determined the initial placement for individual participants, Scientific Learning makes recommendations for their progression through the *Fast ForWord* products.

### *Fast ForWord Language Products - Guidelines*

Begin struggling readers with the *Fast ForWord* Language product or the *Fast ForWord* Middle & High School product. Those participants who struggle with the *Fast ForWord* Language product can be moved into the *Fast ForWord* Language Basics product and then back into the *Fast ForWord* Language product. After successful performance in the *Fast ForWord* Language product or the *Fast ForWord* Middle & High School product, participants can progress into the *Fast ForWord* Language to Reading product.

### *Fast ForWord to Reading Products - Guidelines*

Participants who need increased emphasis on classroom-based reading intervention can be placed, dependent upon pre-testing results, in *Fast ForWord* to Reading 1 or *Fast ForWord* to Reading 2 and then progress through *Fast ForWord* to Reading 3, 4, and 5. The *Fast ForWord* to Reading products build essential reading skills that are required by end of grade, for example, *Fast ForWord* to Reading 1 builds skills required by end of Grade 1.



## Coordinate Product Timeframe

Once products and protocols have been chosen, the *Fast ForWord* Manager must coordinate the *Fast ForWord* schedule with the school calendar and school day.

### *School Calendar Considerations*

- School holidays, seasonal breaks, and state testing
- Staff and computer availability
- Pre- and post-testing periods
- Implementation time (including installation and setup)

### *School Day Considerations*

- School Day model (instruction within the school day)
- Before-After School model (instruction before or after school day)
- Summer or Special Session model (session determined by district)
- Most effective time of day and corresponding energy levels
- Sufficient time for starting, taking breaks between (not during) exercises, and finishing up

This section recommended for Manager and/or Coach

## STEP 4

# Create the Learning Environment

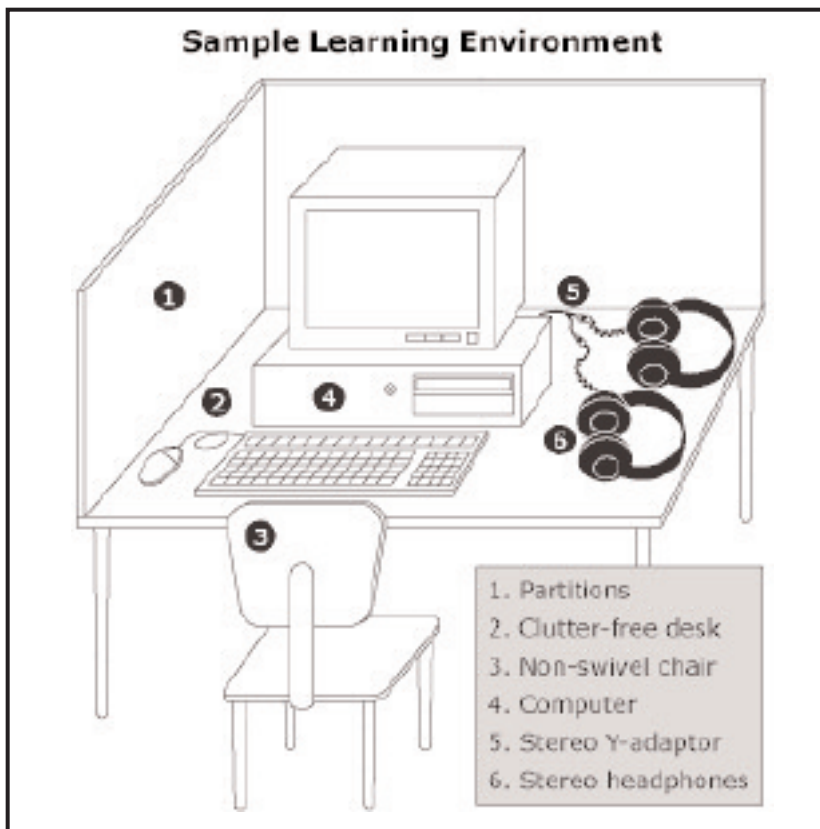
- Setup Lab/Classroom Environment
- Implement Protocol
- Supply Motivation/Rewards
- Provide Supervision/Coaching
- Contact Support Network

## Setup Lab/Classroom Environment

Schools that provide well-designed school computer labs or classrooms help their participants stay focused and engaged.

The ideal *Fast ForWord* environment should have

- Quiet
- Freedom from visual and auditory distractions
- Rules posted
- Appropriate level of adult supervision



## Implement Protocol

It is important that participants adhere to the selected protocol. Following product protocol will increase both participation and completion rates. It is best to schedule time for startup and shutdown in addition to the required time allotted to *Fast ForWord* product use. Please refer to the sections on product protocol in Step 1 and Step 2 of this workbook for more information.






## Supply Motivation/Rewards

One of the most important responsibilities of the *Fast ForWord* Coach is to create a motivation plan.





Schools often use the points or percent complete that participants earn during the exercises as part of the motivational system. The key is to make sure that each participant's main focus is his or her personal best rather than competing with peers.

Prizes do not have to be costly or elaborate; pencils, stickers, or coupons may be all you need. Try to make the motivational system easy for yourself and fun for the participants!

### Examples of effective motivational rewards

-  Give small rewards each day or week for achieving a certain goal, such as earning more points than the previous day or week
-  Reward when they completion of the scheduled exercises for the day with stickers
-  Establish a *Fast ForWord* store filled with small gifts that participants can purchase using points earned in *Fast ForWord* exercises
-  Offer food, such as ice cream or pizza, to groups of participants when they complete a specified level of exercises
-  Organize a special graduation ceremony when participants complete *Fast ForWord* products; invite parents and award certificates to participants

### Other ideas for motivational strategies

-  Points Charts and Exercise Percent Complete charts (available on the Resource CD that accompanies this workbook)
-  Bulletin boards designed by local staff featuring *Fast ForWord* characters, points earned, or content completion scores
-  Attend a WebEx session for more ideas
-  The BrainConnection Web site ([www.brainconnection.com](http://www.brainconnection.com)) has brain teasers and games for participants.

## ✓ Provide Supervision/Coaching

A *Fast ForWord* coach plays an integral role by keeping the daily sessions running smoothly, helping participants stay on task, and providing encouragement. Coaches can be teachers, teaching assistants, parent volunteers, or older participants who enjoy working with children.

### A successful coach

- prepares participants to use *Fast ForWord* products
- offers praise to participants for their behavior, participation, and progress
- has an overall understanding of *Fast ForWord* products and participants
- maintains product protocol and monitors participant progress
- provides assistance using demonstration exercises or appropriate intervention strategies
- uses effective behavior management strategies
- has good working knowledge of computers and performs daily tasks
- ensures that each computer is ready for use
- uses the internet at the end of the day to upload data from the computer to be reviewed within *Fast ForWord* Progress Tracker (can be automated)
- shares results

## ✓ *Fast ForWord* Support

*Fast ForWord* We Care Team provides ongoing technical and instructional support to assist you at all stages of your *Fast ForWord* implementation. With a Support Agreement, you gain access to Customer Connect, the comprehensive Support section that also provides 24-hour access to downloadable materials and answers to frequently asked questions ([www.scientificlearning.com/gateway/customerconnect](http://www.scientificlearning.com/gateway/customerconnect)).

### Your *Fast ForWord* Support Network

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#### Instructional Support for

*Progress Tracker Data Analysis Support*  
*Participant Selection and Assessment Support*

**Mon-Fri 5 am - 5 pm (PST)**

**Phone:** 1-888-358-0212 **Email:** [instructionalsupport@scilearn.com](mailto:instructionalsupport@scilearn.com)

**Mon-Fri 8 am - 4 pm (PST)**

**Online Chat:** [www.scilearn.com/customerservicechat](http://www.scilearn.com/customerservicechat)

#### Technical and Customer Support for

*Installation ■ Software Support ■ Hardware Support ■ Troubleshooting*

**Mon-Fri 4 am - 6 pm (PST)**

**Phone:** 1-888-358-0212 **Email:** [support@scilearn.com](mailto:support@scilearn.com)

**Mon-Fri 6 am - 5 pm (PST)**

**Online Chat:** [www.scilearn.com/techchat](http://www.scilearn.com/techchat)

## Information about *Fast ForWord* Support Tools

### Online Resource and Support Center

(<http://www.scientificlearning.com/gateway/customerconnect>)

The Online Resource and Support Center has the instructional and technical information you need to setup and run *Fast ForWord* products, including

- Technical updates
- An online training tool for new school employees who join the *Fast ForWord* team
- Schedules and strategies that have worked for other *Fast ForWord* schools
- Progress charts for participants to track their own participation

### Live Web Seminars (WebEx)

These web-based sessions will help you and your students thrive with *Fast ForWord* products. A sampling of session topics includes

- Using Progress Tracker to monitor progress
- Maximizing participant improvement through intervention and motivational strategies

### Phone, Email and Chat Support

Our Customer Support teams will answer all of your technical and instructional questions and requests promptly, and professionally.

### Our support teams provide

- Product information about installation, technical updates, and tips for troubleshooting
- Interpretation of participant progress, and assistance with intervention and motivational strategies for participants who need extra help

This section recommended for Manager and/or Coach

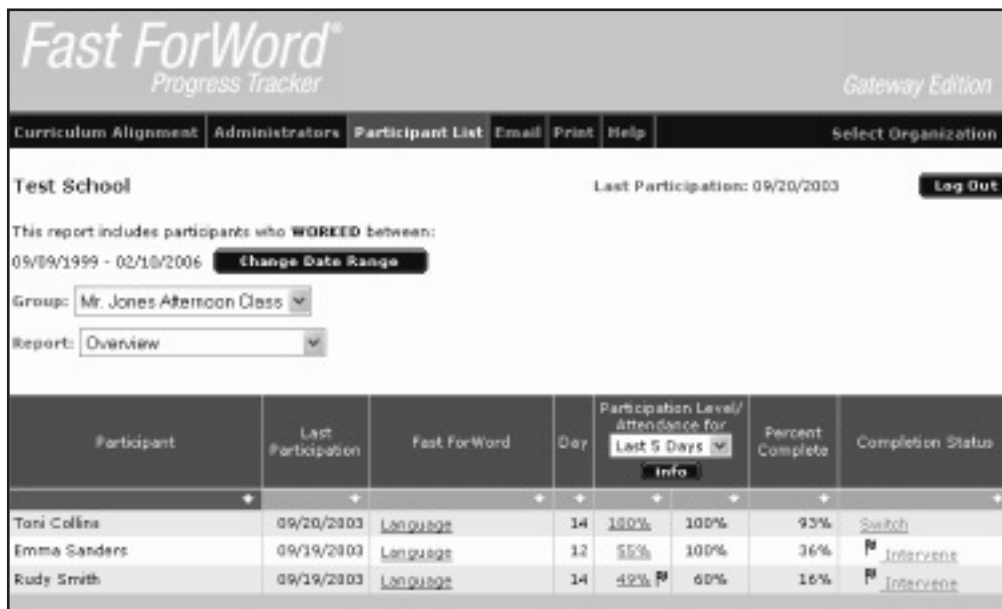
## STEP 5

### See the Gains

- Review *Fast ForWord* Progress Tracker Data
- Administer Post-Testing
- Report Results

#### Review *Fast ForWord* Progress Tracker Data

Use the Progress Tracker Overview Report to check participation levels and completion status.



Participant	Last Participation	Fast ForWord	Day	Participation Level/ Attendance for Last 5 Days	Percent Complete	Completion Status
Toni Collins	09/20/2003	Language	14	100% 100%	93%	Switch
Emma Sanders	09/19/2003	Language	12	55% 100%	36%	Intervent
Rudy Smith	09/19/2003	Language	14	42% 60%	16%	Intervent

Using neuroscience principles of the FAST Power Learning™ formula (Frequency and intensity, Adaptivity, Simultaneous development, and Timely motivation), *Fast ForWord* products rapidly develop the foundational cognitive skills required for reading, while simultaneously improving reading skills. The online data-analysis tool, *Fast ForWord* Progress Tracker, provides a variety of individual and group reports to demonstrate each participant's progress.

#### To review participant performance, successful teachers

- check participation and attendance levels
- review group performance
- examine individual performance
- use intervention strategies
- watch for product completion

When participants complete *Fast ForWord* products, celebrate and share their accomplishments with school staff, parents, and other participants. Results can be communicated instantly to administrators, teachers, parents, and participants using the Progress Tracker email and print features to send reports.

Administrator reports compare performance for participant groups based on gender, grade, ethnicity, and other selective socioeconomic factors, such as At-Risk, Limited English Proficiency, Title 1, and more. This data can be especially useful for responding to some of the recent educational initiatives, which require quantitative results that demonstrate the efficacy of scientifically based products, especially those targeting at-risk participants.

Finally, review the goals created when the school set the plan, note how those goals have been addressed, then use this information to help you with your next class of *Fast ForWord* participants.

### Administer Post-Testing

Administer the same standardized measures that were used to pre-test participants. Visit the Results section of the *Fast ForWord* We Care Team Web site to see before and after comparisons that show rapid gains in reading skills for a variety of populations ([www.scientificlearning.com/results](http://www.scientificlearning.com/results)).

In the space below, indicate your post-testing strategy. It is recommended that post-testing take place 4-6 weeks after *Fast ForWord* completion for language assessments; 8-12 weeks for reading assessments.

Pre-test instrument \_\_\_\_\_

Pre-test date \_\_\_\_\_

Pre-test data \_\_\_\_\_

## Report Results

Developing a schedule for reporting results is essential to meeting your *Fast ForWord* program goals. Use the chart below to plan when participant performance will be reviewed.

Activity	Participant
Ongoing Report Review <ul style="list-style-type: none"> <li><input type="checkbox"/> Email weekly Progress Tracker reports</li> <li><input type="checkbox"/> Review Results screen daily</li> </ul>	Coach Manager Administrator
Mid-year Review <ul style="list-style-type: none"> <li><input type="checkbox"/> Progress Tracker results</li> <li><input type="checkbox"/> Classroom success stories</li> <li><input type="checkbox"/> Assess goal achievements</li> </ul>	Coach Manager Administrator
Year-end Review <ul style="list-style-type: none"> <li><input type="checkbox"/> Progress Tracker results</li> <li><input type="checkbox"/> Success stories</li> <li><input type="checkbox"/> Review goals</li> <li><input type="checkbox"/> Plan for new year</li> </ul>	Coach Manager Administrator
Year 2 At-a-Glance <ul style="list-style-type: none"> <li><input type="checkbox"/> Starting month</li> <li><input type="checkbox"/> Targeted students</li> <li><input type="checkbox"/> Refresher training</li> <li><input type="checkbox"/> New staff training</li> <li><input type="checkbox"/> Mid-year review month</li> <li><input type="checkbox"/> Year-end review month</li> </ul>	

## Appendix A

### ***Fast ForWord* Product Descriptions & Skills Chart**

*Fast ForWord* products give participants intense, prescriptive, computer-based instruction to achieve reading skills. Each product assists them during various stages of language and reading development. While the products can be used independently, they are designed to build upon each other and follow a logical sequence.

The following tables provide an overview of the *Fast ForWord* products and their targeted language and reading skills. (For more details about skills found in each exercise, please refer to the Manual & Guides section on the Scientific Learning Customer Connect website or the Curriculum Alignment tab in Progress Tracker).

### Fast ForWord to Reading Series

Skills	Fast ForWord to Reading Prep	Fast ForWord to Reading 1	Fast ForWord to Reading 2	Fast ForWord to Reading 3	Fast ForWord to Reading 4	Fast ForWord to Reading 5
<b>Phonemic Awareness</b>						
• Phoneme Identification	✓	✓	✓			
• Phoneme Categorization	✓	✓	✓	✓		✓
• Phoneme Blending and Segmentation	✓		✓	✓	✓	
• Phoneme Substitution		✓	✓			
<b>Phonics and Decoding</b>						
• Letter - Name	✓					
• Sound/Letter Correspondence	✓	✓	✓	✓	✓	✓
• Word Families	✓	✓	✓	✓	✓	✓
<b>Spelling</b>						
• Regular Words	✓	✓	✓	✓	✓	✓
• Irregular Words				✓	✓	✓
<b>Fluency</b>						
• Rapid Letter/Word Recognition (Includes High Frequency Words)	✓	✓	✓	✓	✓	✓
• Modeling Fluent Reading		✓	✓			✓
• Repeated Reading		✓	✓	✓	✓	✓
<b>Vocabulary</b>						
• Oral Vocabulary	✓	✓	✓	✓		
• High Freq. Words (Includes Dolch words)	✓	✓	✓	✓	✓	
• Difficult Words (eg. Homonyms)					✓	✓
• Morphology		✓	✓	✓	✓	✓
• Context Cues	✓		✓	✓	✓	✓
<b>Comprehension</b>						
• Listening Comprehension	✓	✓	✓			
• Monitoring Comprehension		✓	✓	✓	✓	✓
• Graphic & Semantic Organizers			✓		✓	✓
• Recognizing Story Structure		✓	✓	✓	✓	✓
• Summarizing				✓	✓	✓

### Fundamentals for Learning to Read

Targeted Language and Reading Skills	<i>Fast ForWord</i> Language Basics	<i>Fast ForWord</i> Language	<i>Fast ForWord</i> Middle & High School	<i>Fast ForWord</i> Language to Reading
Sound Sequencing	✓			
Fine Motor Skills	✓			
Hand-eye Coordination				
Pattern Recognition	✓			
Color/Shape Identification	✓			
Listening Accuracy		✓	✓	
Phonological Awareness		✓	✓	✓
Language Structures		✓	✓	
Listening Comprehension				✓
Sound-Letter Recognition				✓
Beginning Word Recognition				✓
English Language Conventions				✓

Targeted Language and Reading Skills	<i>Fast ForWord</i> Language Basics	<i>Fast ForWord</i> Language	<i>Fast ForWord</i> Middle & High School	<i>Fast ForWord</i> Language to Reading
<b>Memory</b>				
<b>Working</b>	Sound sequencing and sound comparison	Sound sequencing, visual-spatial and auditory memory, words and verbal instructions	Sound sequencing, visual-spatial and auditory memory, words and questions	Sound sequencing, words, auditory and visual spatial memory, statements and questions.
<b>Long-Term</b>		Visual symbol-sound associations	Visual symbol-sound associations	Visual symbol-sound associations and picture-concept associations
<b>Attention</b>	Precise visual attention  Sustained auditory attention	Focused and sustained attention	Focused and sustained attention	Focused and sustained attention
<b>Beginning Word Recognition</b>	Visual and auditory processing	Auditory and linguistic processing  -tonal sweeps syllables, phonemes, words, simple and complex instructions	Auditory, visual and linguistic processing  -tonal sweeps, phonemes, syllables, words, and stories.	Auditory and linguistic processing  -tonal sweeps, words, and orally presented sentences and stories.
<b>Sound-Letter Recognition</b>	Identifying and reordering two-sound sequence.	Using word order to comprehend complex sentences and instructions	Using word order to comprehend complex statements and instructions	Using word order to comprehend simple and complex statements and instructions

### *Fast ForWord* Language Products

<b>Targeted Skills</b>	<i>Fast ForWord</i> <b>Language Basics</b>	<i>Fast ForWord</i> <b>Language</b>	<i>Fast ForWord</i> <b>Middle &amp; High School</b>	<i>Fast ForWord</i> <b>Language to Reading</b>
	For young children, four to six years old.	For pre-readers, typically younger than age 10-which rapidly develop the cognitive skills known to be prerequisites for reading.	For adolescents and teenagers who lack reading proficiency.	For individuals who are struggling with reading and need assistance developing the link between spoken language and written language.
<b>Attention</b>	✓			
<b>Auditory discrimination</b>	✓	✓	✓	✓
<b>English language conventions</b>		✓	✓	✓
<b>Fine Motor skills</b>	✓			
<b>Hand-eye coordination</b>	✓			
<b>Language structures</b>		✓	✓	✓
<b>Listening accuracy</b>	✓	✓	✓	✓
<b>Listening comprehension</b>	✓	✓	✓	✓
<b>Listening and sequencing</b>	✓	✓	✓	
<b>Organization and focus</b>			✓	✓
<b>Phonological awareness</b>	✓	✓		
<b>Phonological fluency</b>			✓	
<b>Word analysis</b>				✓
<b>Working memory</b>	✓	✓	✓	

## **Appendix B**

### **Reproducible Forms**

## Best Practices Implementation Checklist

Brought to you by the *Fast ForWord* We Care Team

The following checklist will help you develop the most effective implementation plan for *Fast ForWord* products. The better the implementation the stronger the results.

	Dates to be completed	Person(s) responsible
<b>1. THE PLAN</b>		
<input type="checkbox"/> Determine district goals for <i>Fast ForWord</i>		
<input type="checkbox"/> Determine school goals for <i>Fast ForWord</i>		
<input type="checkbox"/> Identify school staff responsible for <i>Fast ForWord</i>		
<input type="checkbox"/> Identify target student population		
<input type="checkbox"/> Assess computers' ability to support <i>Fast ForWord</i>		
<input type="checkbox"/> Decide on lab or classroom setting and assign coaches accordingly		
<input type="checkbox"/> Determine maximum number of participants to use the products each year		
<b>2. TRAINING AND PROFESSIONAL DEVELOPMENT</b>		
<input type="checkbox"/> Review the online Getting Started tutorial		
<input type="checkbox"/> Review the BrainConnection courses		
<input type="checkbox"/> Schedule and complete Initial training day		
<input type="checkbox"/> Complete Staff Awareness		
<input type="checkbox"/> Complete parent Meeting		
<input type="checkbox"/> Schedule and complete Follow-up Day(s)		
<b>3. THE SCHEDULE</b>		
<input type="checkbox"/> Select the product protocol		
<input type="checkbox"/> Coordinate within school calendar—school breaks should be taken into consideration		
<input type="checkbox"/> Schedule participants 5 days per week		

### Best Practices Implementation Checklist (continued)

	Dates to be completed	Person(s) responsible
<input type="checkbox"/> Select product sequence (recommended 2 products /year)		
<input type="checkbox"/> Conduct pre-tests, formal and informal		
<b>4. THE LEARNING ENVIRONMENT</b>		
<input type="checkbox"/> Create a lab or classroom environment free of distractions		
<input type="checkbox"/> Ensure equipment meets minimum standards		
<input type="checkbox"/> Provide headphones and y-adapters for each station		
<input type="checkbox"/> Decide on lab or classroom setting and assign coaches accordingly		
<input type="checkbox"/> Supply motivational rewards		
<input type="checkbox"/> Contact Customer/Technical support for immediate response to needs or questions		
<b>5. THE GAINS</b>		
<input type="checkbox"/> Review Results tab within Gateway daily		
<input type="checkbox"/> Review Progress Tracker weekly		
<input type="checkbox"/> Ensure coaches provide intervention based on Progress Tracker Intervention flags and recommendations		
<input type="checkbox"/> Provide Administrative reports weekly		
<input type="checkbox"/> Conduct weekly report review conferences with participants		
<input type="checkbox"/> Administer post-tests, formal and informal		
<input type="checkbox"/> Report results to district and school administration, participants and parents		



**Fast ForWord Getting Started**

Enrollment Tracking Form

Course 1 - Why *Fast ForWord* Products?**Fast ForWord**<sup>®</sup>  
by Scientific  
Learning

	Participant	Completion Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

**Fast ForWord Getting Started**

Enrollment Tracking Form

Course 2 - How to use *Fast ForWord* Products**Fast ForWord**<sup>®</sup>  
by Scientific  
Learning

	Participant	Completion Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

**Fast ForWord Getting Started**

Enrollment Tracking Form

Course 3 - Making the most of *Fast ForWord* Products**Fast ForWord**<sup>®</sup>  
by Scientific  
Learning

	Participant	Completion Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

**BrainConnection Professional Development**

Enrollment Tracking Form  
Course 1 - Language and the Brain

*Fast ForWord*<sup>®</sup>  
by Scientific  
Learning

	<b>Participant</b>	<b>Completion Date</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

**BrainConnection Professional Development**

Enrollment Tracking Form

Course 2 - The Developing Brain

***Fast ForWord***<sup>®</sup>  
by Scientific  
Learning

	<b>Participant</b>	<b>Completion Date</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
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**BrainConnection Professional Development**

Enrollment Tracking Form  
Course 3 - The Reading Brain

*Fast ForWord*<sup>®</sup>  
by Scientific  
Learning

	<b>Participant</b>	<b>Completion Date</b>
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## Initial Training Planning Sheet

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Learning

School/Group	Dates Requested	Dates Confirmed	Comments
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## Follow-Up Training Planning Sheet

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School/Group	Dates Requested	Dates Confirmed	Comments
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