

**Toni Collins**

Progress History Report ..... 2  
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Short Summary Report ..... 11  
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**Emma Sanders**

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**Rudy Smith**

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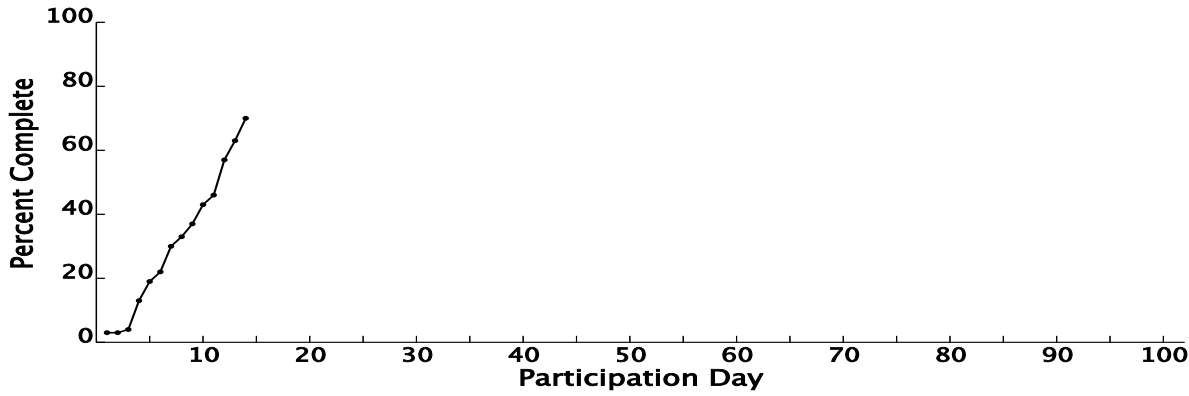
**Toni Collins**

**Completion History Graphs**

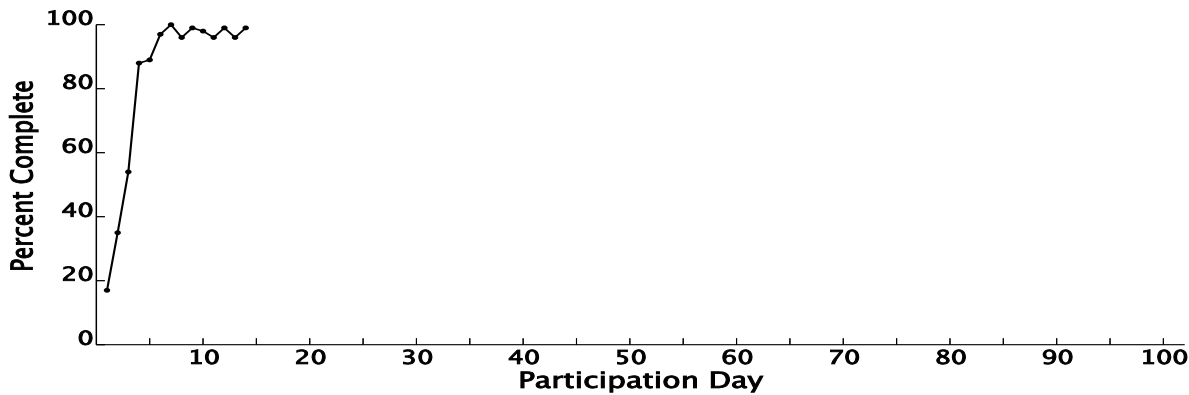
**Fast ForWord Language**

100-Minute Day 1 Protocol: Participation Day 14

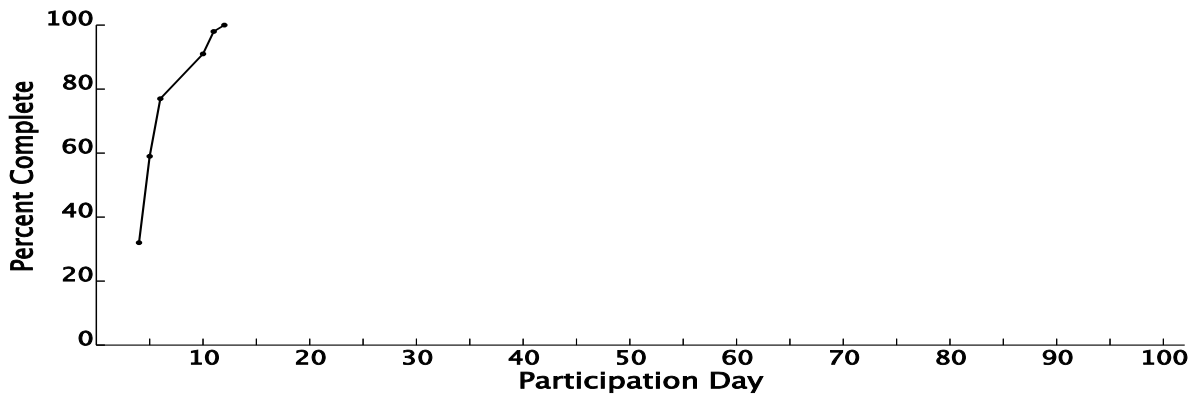
**Circus Sequence (70%)  
Listening Accuracy**



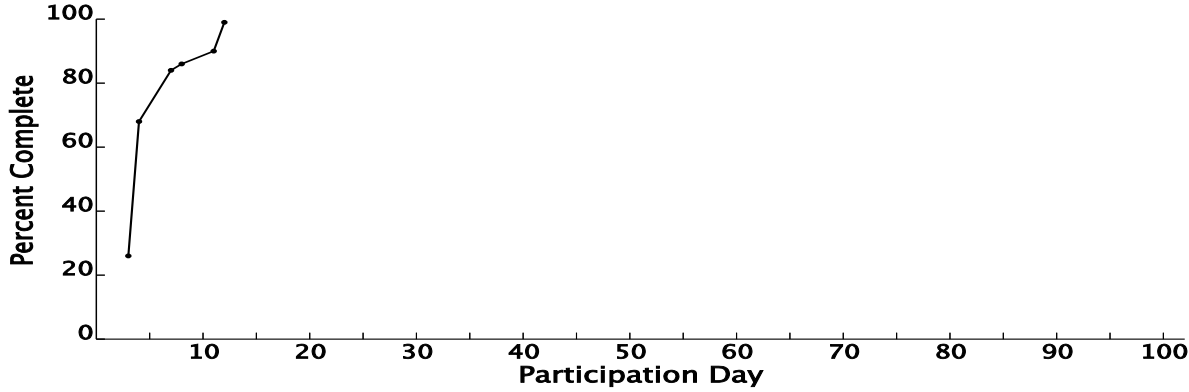
**Phoneme Identification (100%)  
Phonological Awareness**



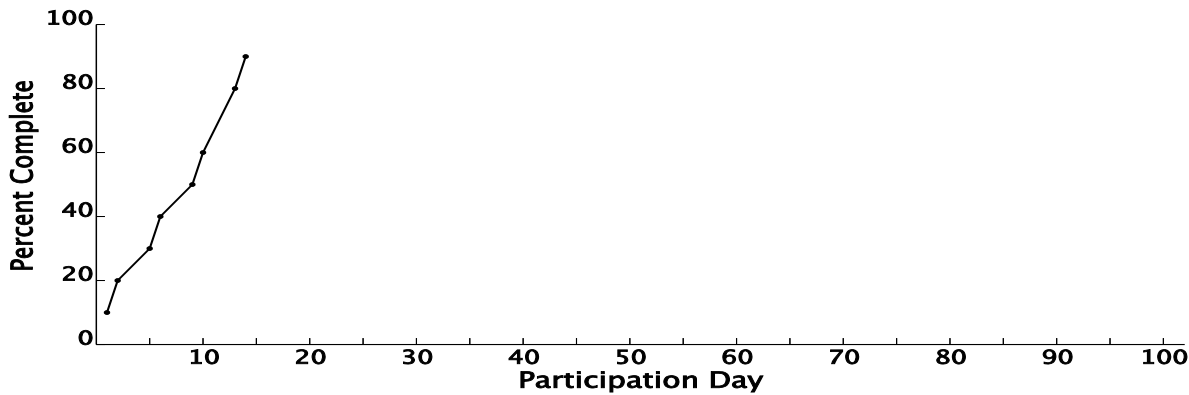
**Old MacDonald's Flying Farm (100%)  
Phonological Awareness**



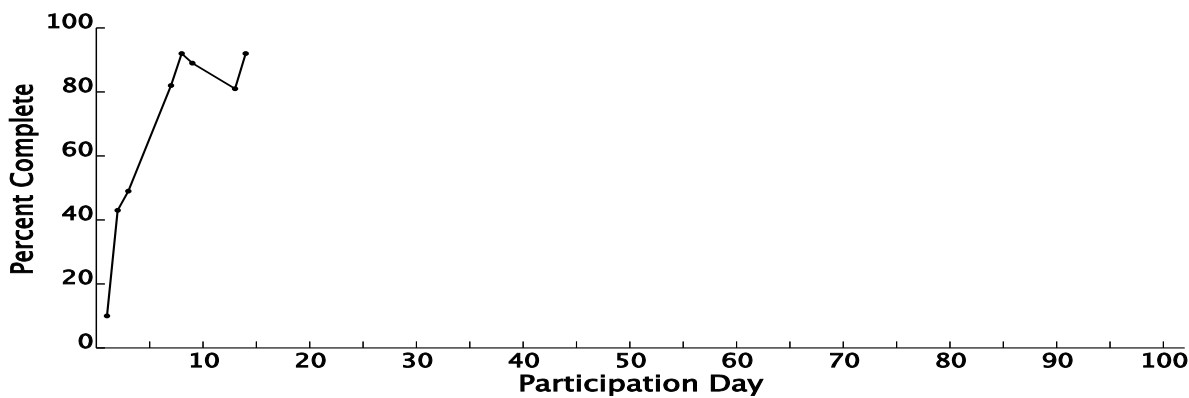
**Phonic Words (99%)**  
**Phonological Awareness**



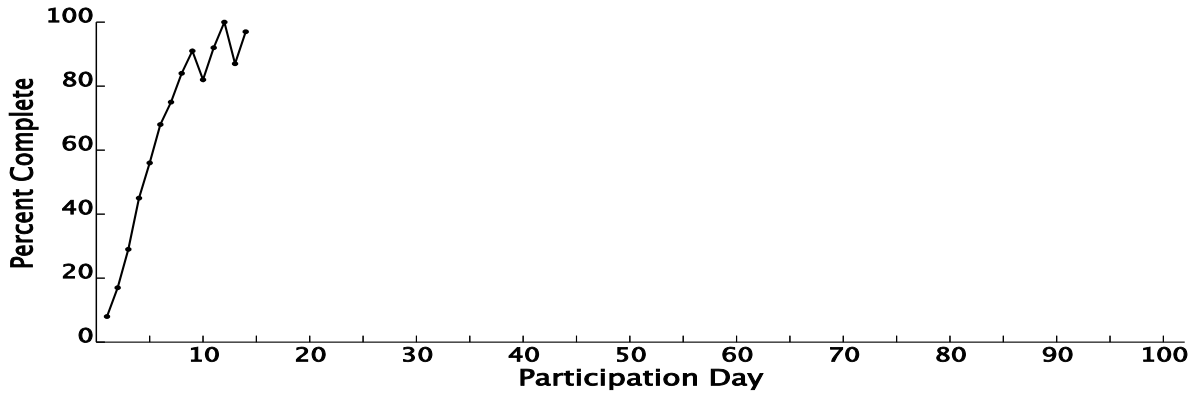
**Phonic Match (90%)**  
**Working Memory**



**Block Commander (92%)**  
**Language Structures**



**Language Comprehension Builder (100%)**  
**Language Structures**



**Completion Report**

**\*Complete Symbols**

- ⬇ The advancement criteria have not been met at this pass through the material. Look to the following line for the group/level completion status.
- ✓ The advancement criteria have been met and the group/level will not be repeated.

**Phonic Words**

(Last Participation 09/18/2003)

	<b>Complete*</b>	<b>Percent Correct</b>	<b>Number of Trials</b>
Processing Level 1	✓	90%	92
Processing Level 2	✓	90%	92
Processing Level 3	✓	90%	92
Processing Level 4	✓	90%	92
Natural Speech	✓	90%	92
	✓	90%	92
	✓	94%	92

**Block Commander**

(Last Participation 09/20/2003)

	<b>Complete*</b>	<b>Percent Correct</b>	<b>Number of Trials</b>
Processing Level 1	⬇	86%	30
	✓	90%	30
Processing Level 2	✓	100%	30
Processing Level 3	⬇	86%	30
	✓	93%	30
Processing Level 4	✓	100%	58
Natural Speech	✓	100%	58
	✓	96%	58
	⬇	89%	58

	✓	94%	58
	✓	100%	58
	✓	100%	58
	58%	100%	34

**Phonic Match**

(Last Participation 09/20/2003)

	Complete*	Percent Correct	Number of Trials
Processing Level 1	✓	99%	550
Processing Level 2	✓	99%	614
Processing Level 3	✓	99%	581
Processing Level 4	✓	100%	546
Natural Speech	50%	100%	384

**Language Comprehension Builder**

(Last Participation 09/20/2003)

	Complete*	Percent Correct	Number of Trials
Processing Level 1	✓	90%	160
Processing Level 2	✓	91%	160
Processing Level 3	✓	92%	160
Processing Level 4	✓	90%	160
Natural Speech	✓	90%	160
	✓	98%	160
	86%	95%	145

**Old MacDonald's Flying Farm**

(Last Participation 09/18/2003)

	Percent Complete	Number of Trials
gi-ki	100%	160
chu-shu	100%	301
si-sti	100%	142
ge-ke	100%	119
do-to	100%	122

**Phoneme Identification**  
(Last Participation 09/20/2003)

	<b>Percent Complete</b>	<b>Number of Trials</b>
aba ada	100%	345
ba da	100%	345
be de	100%	346
bi di	100%	291
va fa	96%	331

**Circus Sequence**  
(Last Participation 09/20/2003)

	<b>Percent Complete</b>	<b>Number of Trials</b>
500 Hz with visual help	100%	43
1 kHz with visual help	100%	43
2 kHz with visual help	100%	43
500 Hz with extended durations	100%	50
1 kHz with extended durations	100%	50
2 kHz with extended durations	100%	50
500 Hz 80 ms	100%	178
500 Hz 60 ms	100%	150
500 Hz 40 ms	77%	104
500 Hz 35 ms	-	-
500 Hz 30 ms	-	-
500 Hz 25 ms	-	-
1 kHz 80 ms	100%	225
1 kHz 60 ms	100%	199
1 kHz 40 ms	100%	153
1 kHz 35 ms	100%	194
1 kHz 30 ms	100%	163
1 kHz 25 ms	40%	53
2 kHz 80 ms	100%	238
2 kHz 60 ms	100%	235

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2 kHz 40 ms	100%	169
2 kHz 35 ms	100%	148
2 kHz 30 ms	35%	47
2 kHz 25 ms	-	-

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**Toni Collins**  
**Participation Report**  
**Fast ForWord Language**

Start Date	Last Date	Participation Days	Time Per Exercise	Participation Level (all days)
09/02/2003	09/20/2003	14	20 min.	100%

Participation Record								
<input type="checkbox"/> Planned for day <input checked="" type="checkbox"/> Time completed <input type="checkbox"/> Time not completed <input checked="" type="checkbox"/> Exercise skipped								
Date	Day	Circus Sequence	Phoneme Identification	Old MacDonald's Flying Farm	Phonic Words	Phonic Match	Block Commander	Language Comprehension Builder
09/02/2003	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
09/03/2003	2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
09/04/2003	3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
09/05/2003	4	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
09/08/2003	5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
09/09/2003	6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
09/11/2003	7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
09/12/2003	8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
09/15/2003	9	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
09/16/2003	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
09/17/2003	11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
09/18/2003	12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
09/19/2003	13	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
09/20/2003	14	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

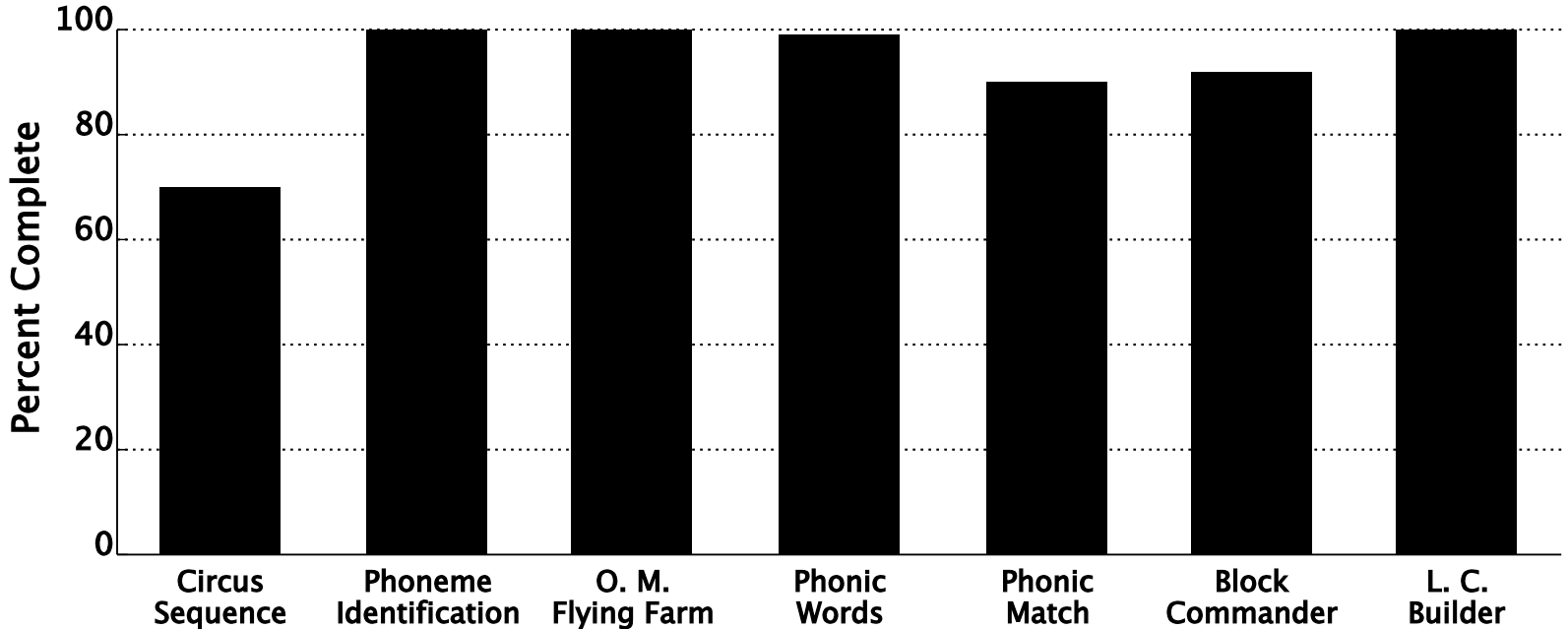
Minutes and Trials							
						<input type="checkbox"/>	-Time requirement not met
	Circus Sequence	Phoneme Identification	Old MacDonald's	Phonic Words	Phonic Match	Block Commander	Language Comprehension

						Flying Farm								Builder	
Date	Day	Min	Trials	Min	Trials	Min	Trials	Min	Trials	Min	Trials	Min	Trials	Min	Trials
09/02/2003	1	20	120	20	123	-	-	-	-	20	326	20	129	20	93
09/03/2003	2	20	120	20	120	-	-	-	-	20	326	20	100	20	100
09/04/2003	3	20	120	20	120	-	-	20	128	-	-	20	90	20	110
09/05/2003	4	40	340	40	220	43	276	40	195	-	-	-	-	40	155
09/08/2003	5	20	222	20	120	20	120	-	-	20	326	-	-	20	120
09/09/2003	6	20	100	20	100	20	120	-	-	20	309	-	-	20	120
09/11/2003	7	20	200	20	100	-	-	10	73	-	-	20	100	20	75
09/12/2003	8	20	188	20	120	-	-	20	102	-	-	20	97	20	75
09/15/2003	9	20	105	20	100	-	-	-	-	20	306	20	120	20	85
09/16/2003	10	20	220	20	100	20	120	-	-	20	326	-	-	20	95
09/17/2003	11	20	200	20	100	20	100	20	111	-	-	-	-	20	100
09/18/2003	12	20	200	20	100	20	120	20	42	-	-	-	-	20	75
09/19/2003	13	20	200	20	166	-	-	-	-	20	600	20	100	20	85
09/20/2003	14	20	200	20	100	-	-	-	-	20	300	20	100	20	100

**Toni Collins**  
**Short Summary**

**Fast ForWord Language**  
100-Minute Day 1 Protocol

■ Participation Day 14 09/20/2003



**Skills Developed**

**Phonological Awareness:** The ability to identify and manipulate the sounds of language.

**Language Structures:** Automatic, rapid grasp of the sounds, structures and patterns of oral language.

**Working Memory:** System for temporarily storing and manipulating information.

**Listening Accuracy:** Brain's ability to discriminate rapid, successive sounds and quickly interpret information.

**Learning MAPs**

Reading and learning requires a variety of cognitive skills that must function effectively in unison. Fast ForWord products develop the essential cognitive skills - Learning MAPs - that are critically important prerequisites for successful reading.

**Memory:** Hold information and ideas short- and long-term, essential for word recognition, comprehension of complex sentences and remembering instructions.

**Attention:** Focus on tasks and ignore distractions.

**Processing:** See images and distinguish sounds quickly enough to discriminate their differences, a prerequisite for phonemic awareness and reading.

**Sequencing:** A cognitive skill that relies on memory, attention, and processing and is essential for phonics, word fluency, reading and oral comprehension.

**Toni Collins**  
**Error Report for Last Participation Day**  
**Fast ForWord Language**

**Phonic Words**

There are no errors for this exercise for the selected view.

---

**Block Commander**

There are no errors for this exercise for the selected view.

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**Language Comprehension Builder**

There are no errors for this exercise for the selected view.

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**Emma Sanders**

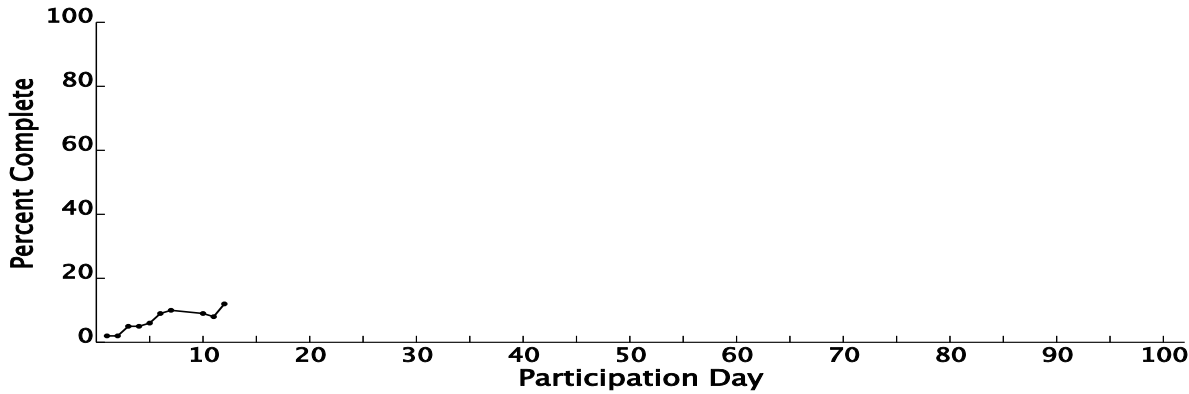
**Completion History Graphs**

**Fast ForWord Language**

100-Minute Day 1 Protocol: Participation Day 12

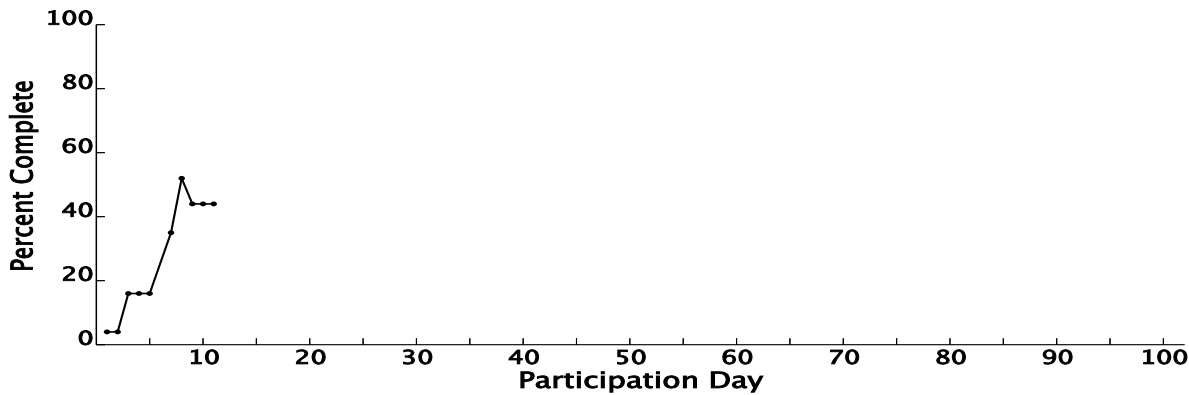
**Circus Sequence (12%)**

**Listening Accuracy**



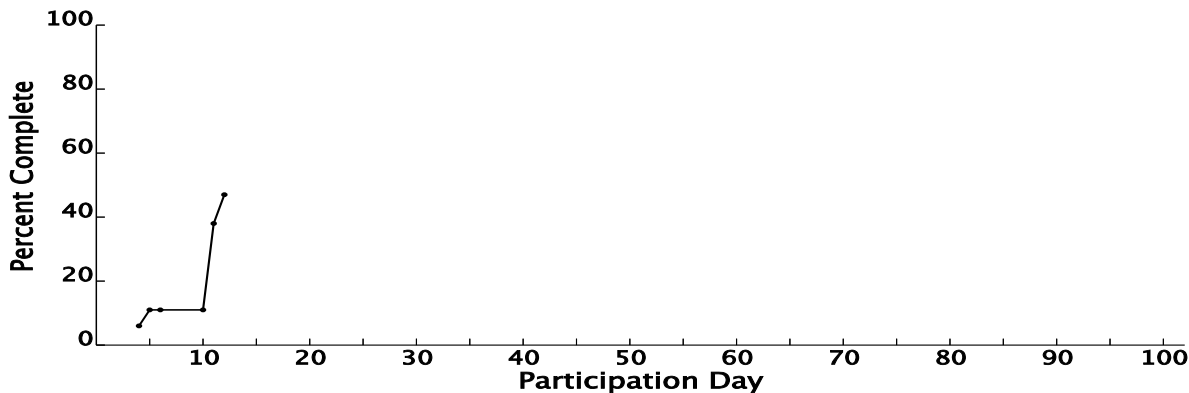
**Phoneme Identification (52%)**

**Phonological Awareness**

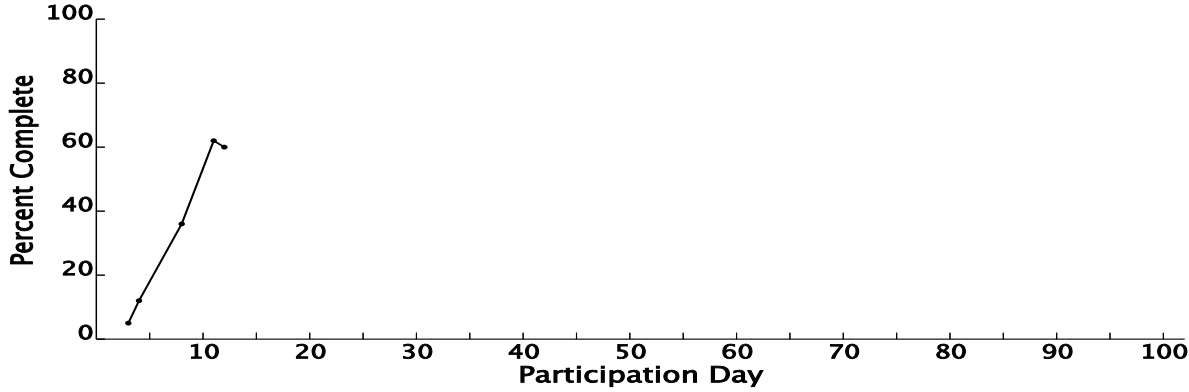


**Old MacDonald's Flying Farm (47%)**

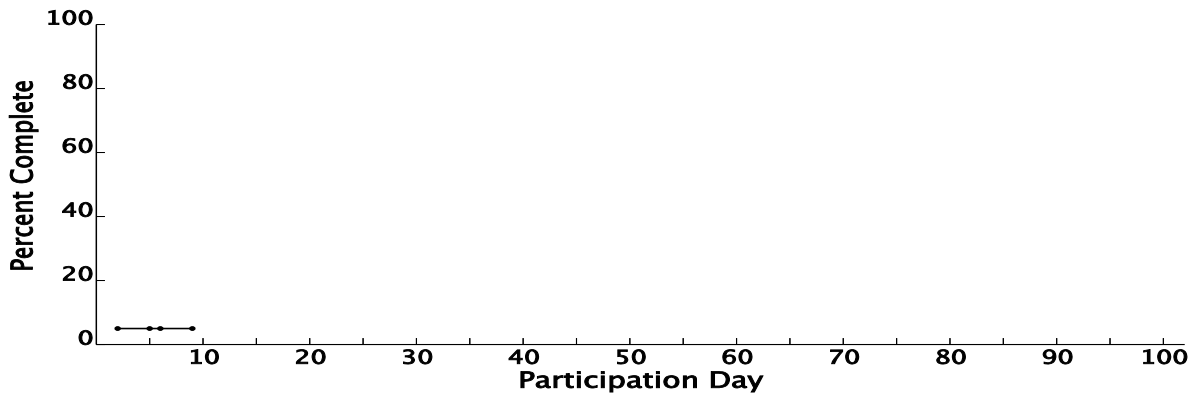
**Phonological Awareness**



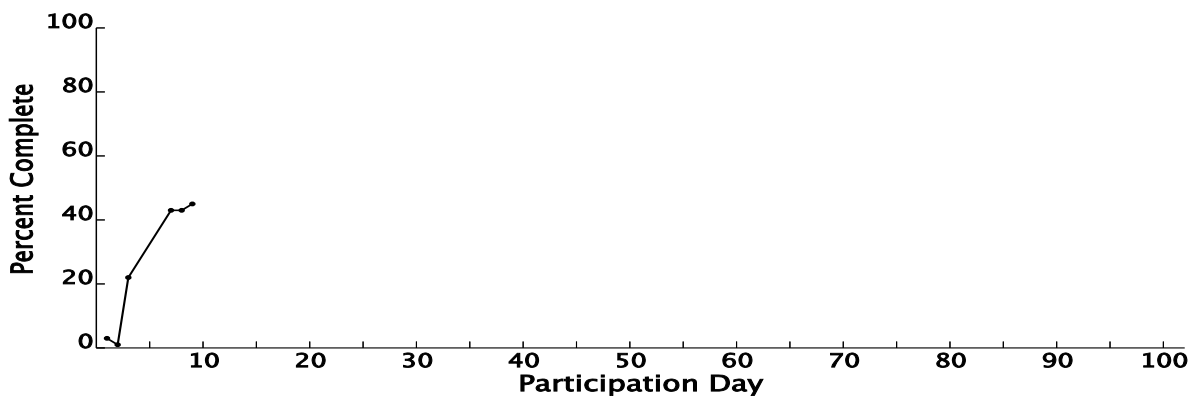
**Phonic Words (62%)**  
**Phonological Awareness**



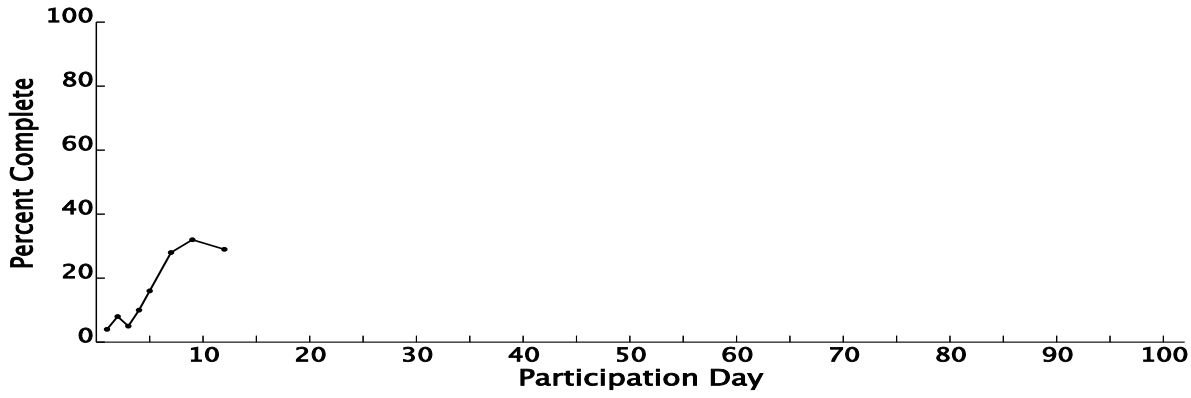
**Phonic Match (5%)**  
**Working Memory**



**Block Commander (45%)**  
**Language Structures**



**Language Comprehension Builder (32%)**  
**Language Structures**



## Completion Report

### \*Complete Symbols

- ↓ The advancement criteria have not been met at this pass through the material. Look to the following line for the group/level completion status.
- ✓ The advancement criteria have been met and the group/level will not be repeated.

### Phonic Words

(Last Participation 09/19/2003)

	Complete*	Percent Correct	Number of Trials
Processing Level 1	↓	41%	92
	✓	92%	92
Processing Level 2	✓	97%	92
Processing Level 3	✓	90%	92
Processing Level 4	↓	34%	92
		1%	25%
Natural Speech	-	-	-

### Block Commander

(Last Participation 09/16/2003)

	Complete*	Percent Correct	Number of Trials
Processing Level 1	↓	30%	30
	↓	46%	30
	✓	90%	30
Processing Level 2	✓	90%	30
Processing Level 3	↓	40%	30
	↓	70%	30
	↓	86%	30
		23%	77%
Processing Level 4	-	-	-
Natural Speech	-	-	-

**Phonic Match**

(Last Participation 09/16/2003)

	Complete*	Percent Correct	Number of Trials
Processing Level 1	25%	99%	160
Processing Level 2	-	-	-
Processing Level 3	-	-	-
Processing Level 4	-	-	-
Natural Speech	-	-	-

**Language Comprehension Builder**

(Last Participation 09/19/2003)

	Complete*	Percent Correct	Number of Trials
Processing Level 1	↓	40%	160
	✓	91%	160
Processing Level 2	↓	68%	160
	45%	90%	80
Processing Level 3	-	-	-
Processing Level 4	-	-	-
Natural Speech	-	-	-

**Old MacDonald's Flying Farm**

(Last Participation 09/19/2003)

	Percent Complete	Number of Trials
gi-ki	38%	152
chu-shu	72%	198
si-sti	5%	120
ge-ke	5%	120
do-to	100%	86

**Phoneme Identification**

(Last Participation 09/18/2003)

	Percent Complete	Number of Trials
aba ada	3%	240
ba da	3%	240
be de	92%	120
bi di	88%	111

va fa	26%	390
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**Circus Sequence**

(Last Participation 09/19/2003)

	<b>Percent Complete</b>	<b>Number of Trials</b>
500 Hz with visual help	100%	39
1 kHz with visual help	100%	366
2 kHz with visual help	100%	168
500 Hz with extended durations	100%	30
1 kHz with extended durations	100%	50
2 kHz with extended durations	100%	94
500 Hz 80 ms	77%	365
500 Hz 60 ms	-	-
500 Hz 40 ms	-	-
500 Hz 35 ms	-	-
500 Hz 30 ms	-	-
500 Hz 25 ms	-	-
1 kHz 80 ms	100%	170
1 kHz 60 ms	11%	15
1 kHz 40 ms	-	-
1 kHz 35 ms	-	-
1 kHz 30 ms	-	-
1 kHz 25 ms	-	-
2 kHz 80 ms	2%	168
2 kHz 60 ms	-	-
2 kHz 40 ms	-	-
2 kHz 35 ms	-	-
2 kHz 30 ms	-	-
2 kHz 25 ms	-	-

**Emma Sanders**  
**Participation Report**  
**Fast ForWord Language**

Start Date	Last Date	Participation Days	Time Per Exercise	Participation Level (all days)
09/02/2003	09/19/2003	12	20 min.	60%

Participation Record								
<input type="checkbox"/> Planned for day <input checked="" type="checkbox"/> Time completed <input type="checkbox"/> Time not completed <input checked="" type="checkbox"/> Exercise skipped								
Date	Day	Circus Sequence	Phoneme Identification	Old MacDonald's Flying Farm	Phonic Words	Phonic Match	Block Commander	Language Comprehension Builder
09/02/2003	1	<input type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09/03/2003	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
09/04/2003	3	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
09/08/2003	4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
09/09/2003	5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
09/11/2003	6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>
09/12/2003	7	<input type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
09/15/2003	8	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>
09/16/2003	9	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09/17/2003	10	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
09/18/2003	11	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>
09/19/2003	12	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

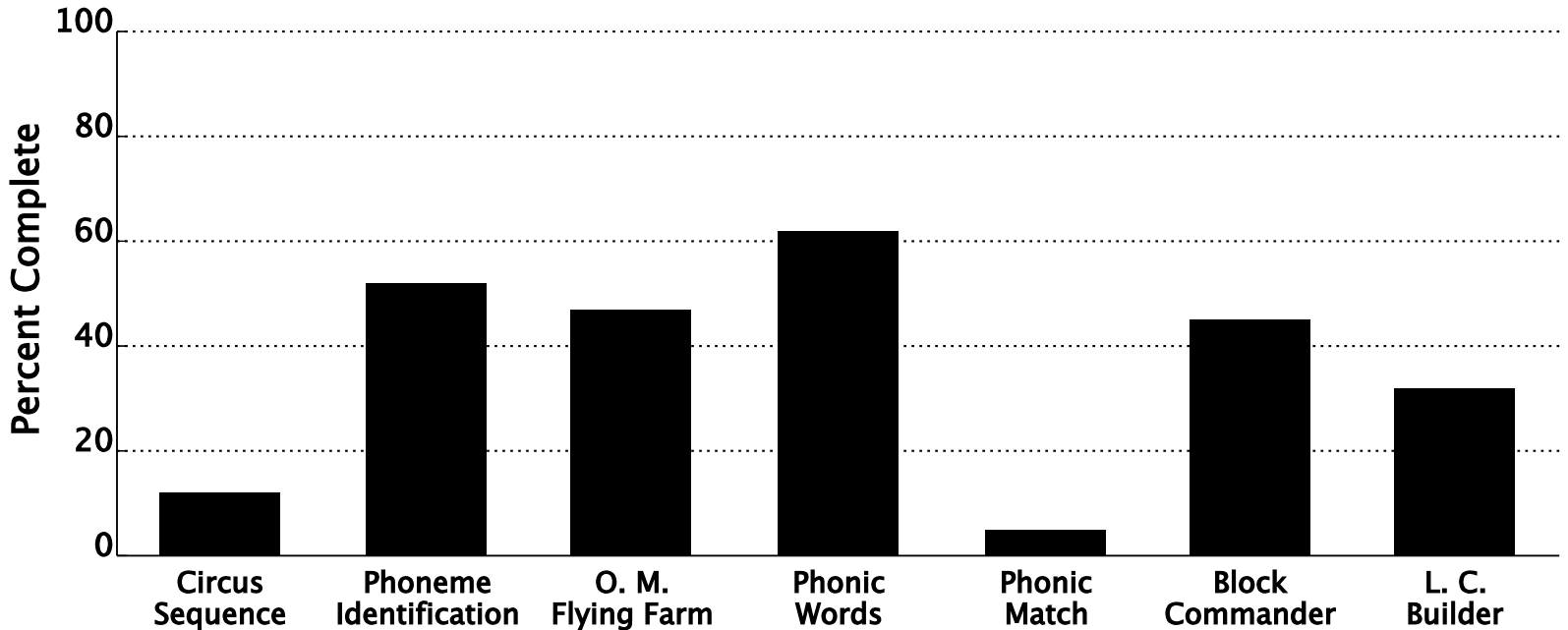
Minutes and Trials															
<div style="text-align: right;"> <span style="display: inline-block; width: 15px; height: 15px; background-color: #cccccc; margin-right: 5px;"></span> -Time requirement not met                         </div>															
		Circus Sequence		Phoneme Identification		Old MacDonald's Flying Farm		Phonic Words		Phonic Match		Block Commander		Language Comprehension Builder	
Date	Day	Min	Trials	Min	Trials	Min	Trials	Min	Trials	Min	Trials	Min	Trials	Min	Trials

09/02/2003	1	12	223	10	171	-	-	-	-	0	0	12	76	16	103
09/03/2003	2	20	190	0	2	-	-	-	-	20	364	20	86	20	100
09/04/2003	3	15	194	14	119	-	-	7	83	-	-	13	75	17	55
09/08/2003	4	7	120	16	120	17	130	12	80	-	-	-	-	9	60
09/09/2003	5	20	120	20	120	20	145	-	-	11	408	-	-	10	65
09/11/2003	6	10	120	0	0	18	120	-	-	15	408	-	-	0	0
09/12/2003	7	10	120	16	120	-	-	0	0	-	-	12	70	12	95
09/15/2003	8	0	0	10	111	-	-	15	100	-	-	15	82	0	0
09/16/2003	9	0	0	20	162	-	-	-	-	20	204	17	120	16	105
09/17/2003	10	8	120	13	120	20	120	-	-	0	0	-	-	0	0
09/18/2003	11	12	120	20	120	20	120	17	120	-	-	-	-	0	0
09/19/2003	12	16	138	0	0	9	53	7	88	-	-	-	-	16	120

**Emma Sanders**  
**Short Summary**

**Fast ForWord Language**  
100-Minute Day 1 Protocol

■ Participation Day 12 09/19/2003



**Skills Developed**

**Phonological Awareness:** The ability to identify and manipulate the sounds of language.

**Language Structures:** Automatic, rapid grasp of the sounds, structures and patterns of oral language.

**Working Memory:** System for temporarily storing and manipulating information.

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**Learning MAPs**

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**Processing:** See images and distinguish sounds quickly enough to discriminate their differences, a prerequisite for phonemic awareness and reading.

**Sequencing:** A cognitive skill that relies on memory, attention, and processing and is essential for phonics, word fluency, reading and oral comprehension.

**Emma Sanders**  
**Error Report for Last Participation Day**  
**Fast ForWord Language**

**Phonic Words**

**Errors Occurred in:** **Correct out of Attempts**

**Processing Level 4**

**vowel/l onset**

lake/ache	0 of 1
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**vowel/r onset**

ache/rake	0 of 1
-----------	--------

rake/ache	0 of 1
-----------	--------

**vowel/w onset**

wake/ache	0 of 1
-----------	--------

**b/f onset**

base/face	0 of 1
-----------	--------

face/base	0 of 1
-----------	--------

**b/m onset**

bee/me	0 of 1
--------	--------

me/bee	0 of 1
--------	--------

**b/n onset**

bee/knee	0 of 1
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**b/v onset**

base/vase	0 of 1
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vase/base	0 of 1
-----------	--------

**ch/d onset**

chip/dip	0 of 1
----------	--------

**ch/s onset**

chip/sip	0 of 1
----------	--------

sip/chip	0 of 1
----------	--------

**ch/z offset**

peach/peas	0 of 1
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peas/peach	0 of 1
------------	--------

<b>ch/z onset</b>	
zip/chip	0 of 1
<b>sh/ch offset</b>	
catch/cash	0 of 1
wash/watch	0 of 1
watch/wash	0 of 1
<b>d/s onset</b>	
dip/sip	0 of 1
sip/dip	0 of 1
<b>d/th onset</b>	
day/they	0 of 1
they/day	0 of 1
<b>d/z onset</b>	
dip/zip	0 of 1
zip/dip	0 of 1
<b>s/sh onset, f/v offset</b>	
safe/shave	0 of 1
shave/safe	0 of 1
<b>f/v onset</b>	
face/vase	0 of 1
vase/face	0 of 1
<b>m/n offset</b>	
cone/comb	0 of 1
phone/foam	0 of 2
<b>l/r onset</b>	
rake/lake	0 of 1
<b>l/w onset</b>	
lake/wake	0 of 1
wake/lake	0 of 1
<b>l/y onset</b>	
lawn/yawn	0 of 1
<b>m/n onset</b>	
me/knee	0 of 1
<b>s/th offset</b>	
bath/bass	0 of 1

mouse/mouth	0 of 1
mouth/mouse	0 of 1
<b>z/j offset</b>	
fuzz/fudge	0 of 1
<b>n/ng offset</b>	
fan/fang	0 of 1
fang/fan	0 of 1
long/lawn	0 of 1
run/rung	0 of 1
rung/run	0 of 1
<b>s/z offset</b>	
piece/peas	0 of 1
<b>p/sh onset</b>	
pack/shack	0 of 1
<b>p/t onset</b>	
pack/tack	0 of 1
tack/pack	0 of 1
<b>r/w onset</b>	
wake/rake	0 of 1
<b>s/th onset</b>	
sink/think	1 of 2
<b>z/f offset</b>	
cheese/chief	0 of 1
<b>t/sh onset</b>	
tack/shack	0 of 1
<b>s/z onset</b>	
sip/zip	0 of 1
zip/sip	0 of 1
<b>t/th offset</b>	
pat/path	0 of 1
<b>TH/z offset</b>	
breathe/breeze	0 of 1
breeze/breathe	0 of 1
<b>t/th onset, m/ng offset</b>	
thumb/tongue	0 of 2

**Block Commander**

**Errors Occurred in:**

**Correct out of Attempts**

**Processing Level 3**

**Touch 1 Object with 2 Properties**

Touch the blue circle	2 of 3
Touch the blue square	2 of 3
Touch the green circle	2 of 3
Touch the green square	2 of 3
Touch the red square	2 of 3

**Touch 1 Object with 3 Properties**

Touch the large red square	0 of 1
Touch the large green square	1 of 2
Touch the small blue square	1 of 2
Touch the small green circle	1 of 2

**Touch 2 Objects with 3 Properties**

Touch the large red square and the large white square	1 of 2
Touch the small red square and the small green circle	1 of 2
Touch the small red square and the small yellow circle	1 of 2

**Language Comprehension Builder**

**Errors Occurred in:**

**Correct out of Attempts**

**Processing Level 2**

**Object Pronouns: Him&Her**

Point to her.	0 of 1
---------------	--------

**Possession**

The dog has spots.	0 of 1
--------------------	--------

**Lexicon Descriptions**

Point to dirty.	0 of 1
-----------------	--------

**Noun Singular/Plural (By Inflection Only)**

Point to the picture of the tubs.	0 of 1
-----------------------------------	--------

**Subject Relativization**

The girl who is mad is pushing the boy.	0 of 1
---	--------

**Complex Negation**

The clown that is big is not on the box.	0 of 1
--	--------

**Comparative with /-er/**

Which one is hairier?

0 of 1

**Noun Plurals/Singulars marked by Quantifier+Inflection**

Point to the picture of some cats.

0 of 1

**Possessive Morpheme /'s/**

Show me the baby bear.

0 of 1

**Case Marking Prepositions: With**

Show me the breakfast made with mom.

0 of 1

**Relative Pronouns w/ Double Function**

The boy who the girl is pushing, is happy.

0 of 1

**Clefting**

It's the boy that the clown chases.

0 of 1

---

**Rudy Smith**

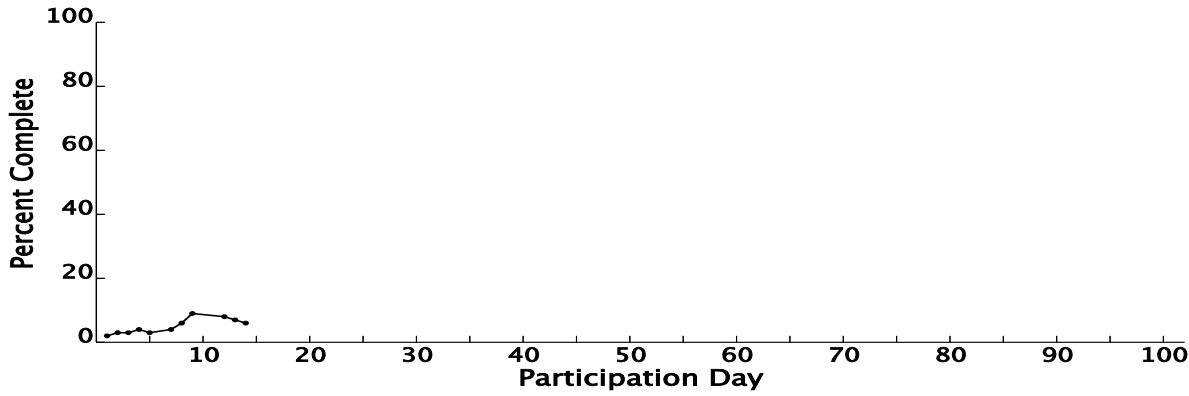
**Completion History Graphs**

**Fast ForWord Language**

100-Minute Day 1 Protocol: Participation Day 14

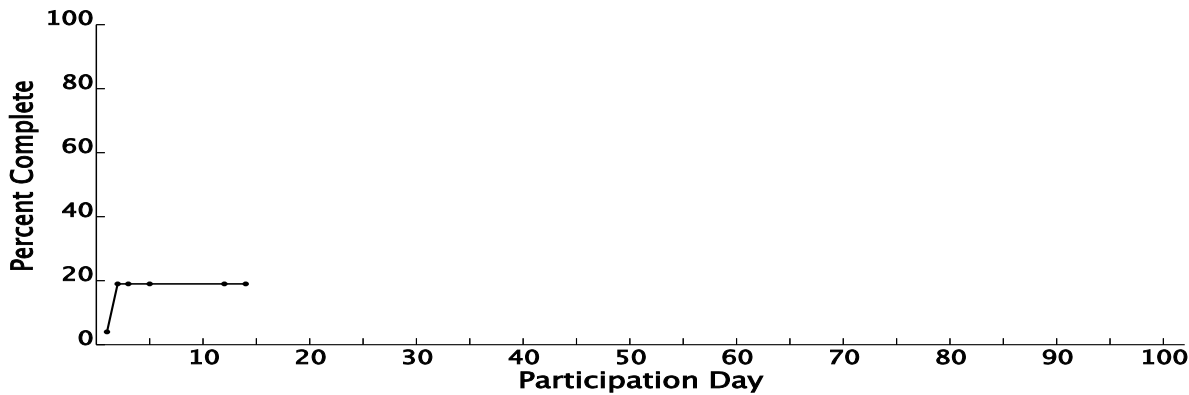
**Circus Sequence (9%)**

**Listening Accuracy**



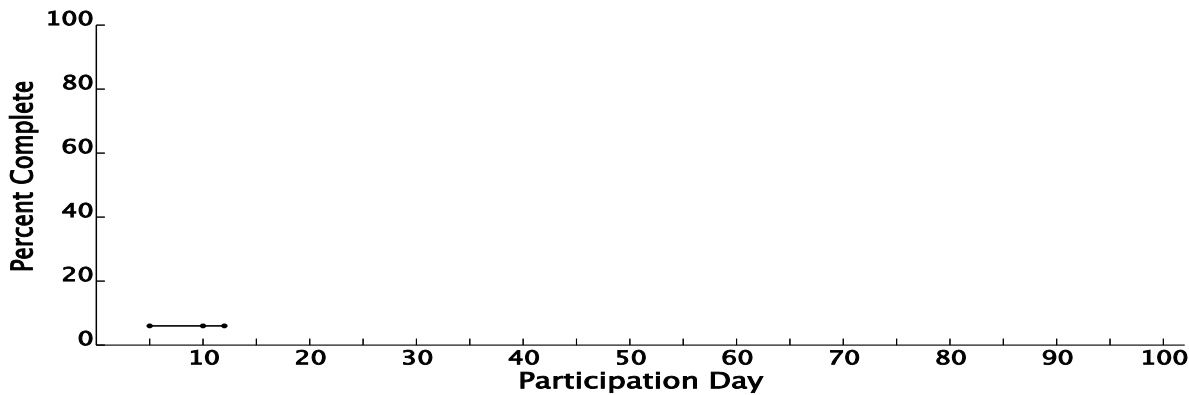
**Phoneme Identification (19%)**

**Phonological Awareness**

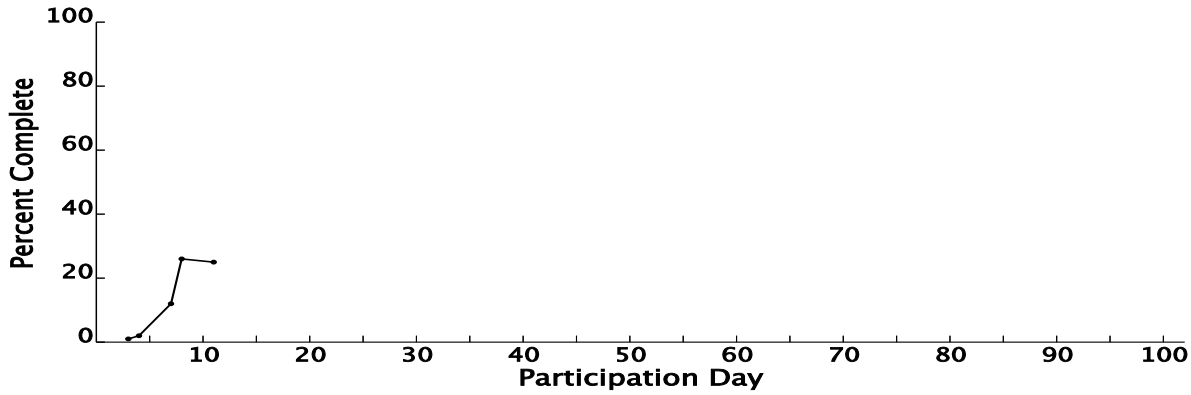


**Old MacDonald's Flying Farm (6%)**

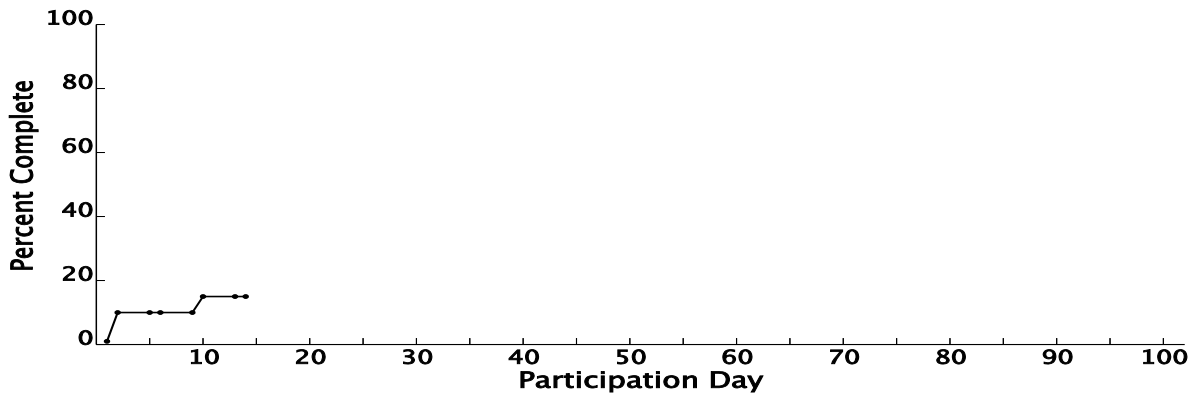
**Phonological Awareness**



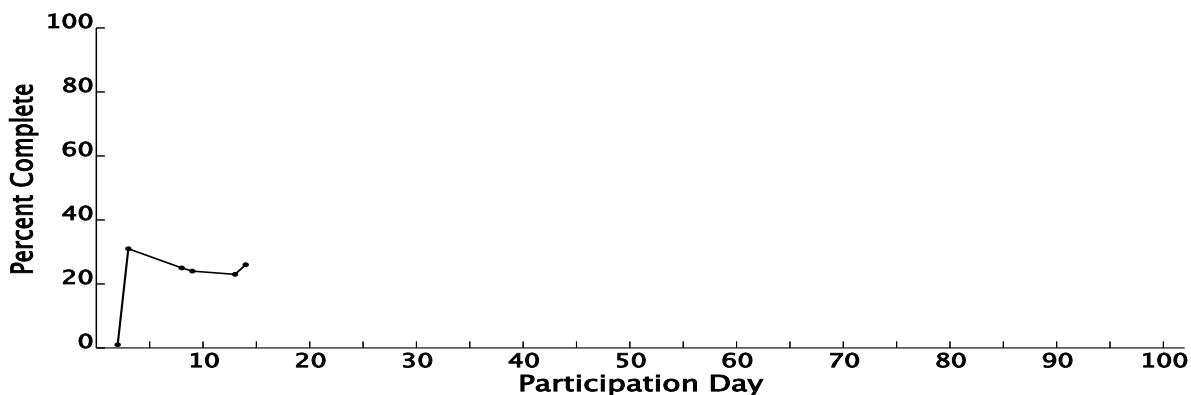
**Phonic Words (26%)**  
**Phonological Awareness**



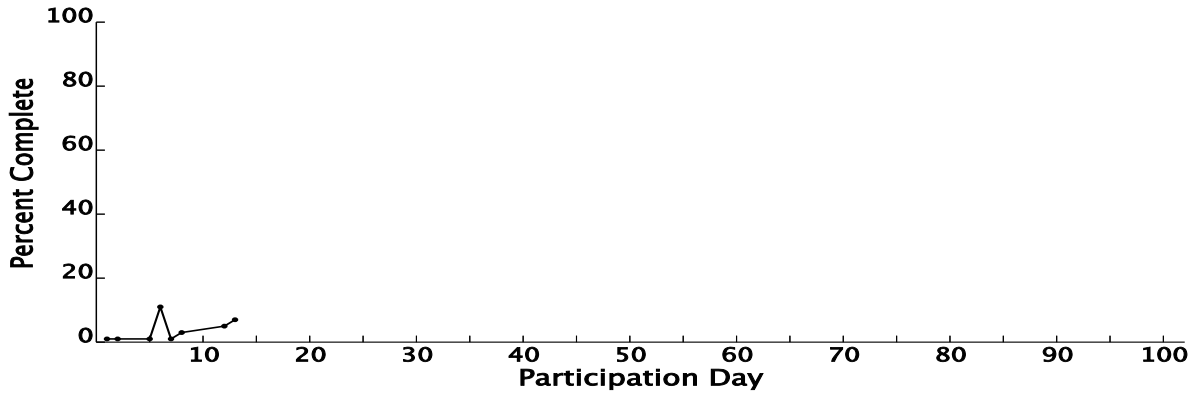
**Phonic Match (15%)**  
**Working Memory**



**Block Commander (31%)**  
**Language Structures**



**Language Comprehension Builder (11%)**  
**Language Structures**



## Completion Report

### \*Complete Symbols

- ↓ The advancement criteria have not been met at this pass through the material. Look to the following line for the group/level completion status.
- ✓ The advancement criteria have been met and the group/level will not be repeated.

### Phonic Words

(Last Participation 09/16/2003)

	Complete*	Percent Correct	Number of Trials
Processing Level 1	↓	0%	92
	↓	20%	92
	↓	67%	92
	✓	90%	92
Processing Level 2	↓	56%	92
		23%	38%
Processing Level 3	-	-	-
Processing Level 4	-	-	-
Natural Speech	-	-	-

### Block Commander

(Last Participation 09/19/2003)

	Complete*	Percent Correct	Number of Trials
Processing Level 1	↓	0%	30
	✓	93%	30
Processing Level 2	↓	76%	30
	↓	46%	30
	↓	36%	30
	↓	33%	30
		30%	40%
Processing Level 3	-	-	-

Processing Level 4	-	-	-
--------------------	---	---	---

Natural Speech	-	-	-
----------------	---	---	---

**Phonic Match**

(Last Participation 09/19/2003)

<b>Complete*</b>	<b>Percent Correct</b>	<b>Number of Trials</b>
------------------	------------------------	-------------------------

Processing Level 1	75%	71%	817
--------------------	-----	-----	-----

Processing Level 2	-	-	-
--------------------	---	---	---

Processing Level 3	-	-	-
--------------------	---	---	---

Processing Level 4	-	-	-
--------------------	---	---	---

Natural Speech	-	-	-
----------------	---	---	---

**Language Comprehension Builder**

(Last Participation 09/18/2003)

<b>Complete*</b>	<b>Percent Correct</b>	<b>Number of Trials</b>
------------------	------------------------	-------------------------

Processing Level 1	↓	0%	160
--------------------	---	----	-----

	↓	56%	160
--	---	-----	-----

	33%	45%	120
--	-----	-----	-----

Processing Level 2	-	-	-
--------------------	---	---	---

Processing Level 3	-	-	-
--------------------	---	---	---

Processing Level 4	-	-	-
--------------------	---	---	---

Natural Speech	-	-	-
----------------	---	---	---

**Old MacDonald's Flying Farm**

(Last Participation 09/17/2003)

<b>Percent Complete</b>	<b>Number of Trials</b>
-------------------------	-------------------------

gi-ki	5%	45
-------	----	----

chu-shu	5%	120
---------	----	-----

si-sti	5%	120
--------	----	-----

ge-ke	-	-
-------	---	---

do-to	-	-
-------	---	---

**Phoneme Identification**

(Last Participation 09/19/2003)

<b>Percent Complete</b>	<b>Number of Trials</b>
-------------------------	-------------------------

aba ada	3%	120
---------	----	-----

ba da	3%	67
-------	----	----

be de	3%	120
bi di	3%	120
va fa	76%	221

**Circus Sequence**

(Last Participation 09/19/2003)

	<b>Percent Complete</b>	<b>Number of Trials</b>
500 Hz with visual help	66%	275
1 kHz with visual help	100%	178
2 kHz with visual help	100%	43
500 Hz with extended durations	10%	86
1 kHz with extended durations	100%	47
2 kHz with extended durations	100%	50
500 Hz 80 ms	2%	7
500 Hz 60 ms	-	-
500 Hz 40 ms	-	-
500 Hz 35 ms	-	-
500 Hz 30 ms	-	-
500 Hz 25 ms	-	-
1 kHz 80 ms	42%	287
1 kHz 60 ms	-	-
1 kHz 40 ms	-	-
1 kHz 35 ms	-	-
1 kHz 30 ms	-	-
1 kHz 25 ms	-	-
2 kHz 80 ms	28%	496
2 kHz 60 ms	-	-
2 kHz 40 ms	-	-
2 kHz 35 ms	-	-
2 kHz 30 ms	-	-
2 kHz 25 ms	-	-

**Rudy Smith**  
**Participation Report**  
**Fast ForWord Language**

Start Date	Last Date	Participation Days	Time Per Exercise	Participation Level (all days)
09/01/2003	09/19/2003	14	20 min.	54%

Participation Record								
<input type="checkbox"/> Planned for day <input checked="" type="checkbox"/> Time completed <input type="checkbox"/> Time not completed <input checked="" type="checkbox"/> Exercise skipped								
Date	Day	Circus Sequence	Phoneme Identification	Old MacDonald's Flying Farm	Phonic Words	Phonic Match	Block Commander	Language Comprehension Builder
09/01/2003	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
09/02/2003	2	<input type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
09/03/2003	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
09/04/2003	4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>
09/05/2003	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
09/08/2003	6	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
09/10/2003	7	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
09/11/2003	8	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>
09/12/2003	9	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09/15/2003	10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>
09/16/2003	11	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>
09/17/2003	12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>
09/18/2003	13	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09/19/2003	14	<input type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

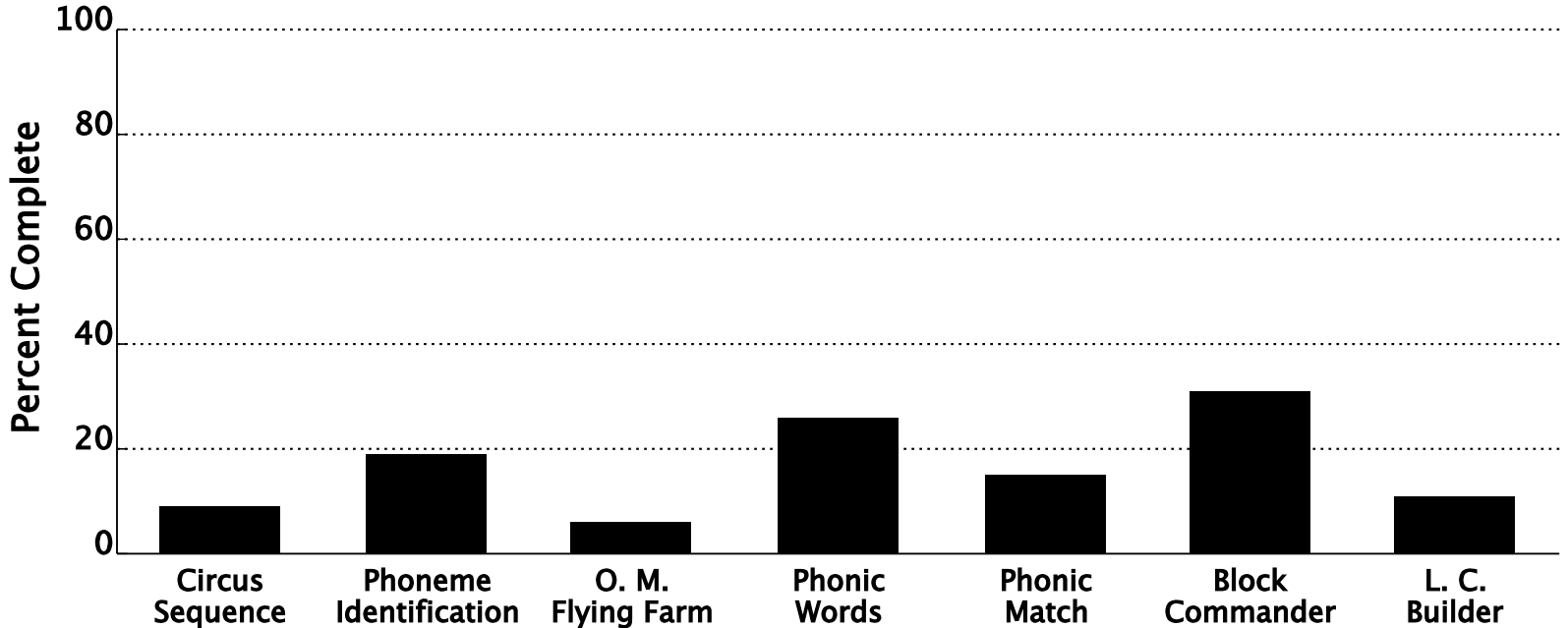
Minutes and Trials							
<span style="display: inline-block; width: 15px; height: 10px; background-color: gray; vertical-align: middle;"></span> -Time requirement not met							
	Circus Sequence	Phoneme Identification	Old MacDonald's	Phonic Words	Phonic Match	Block Commander	Language Comprehension

						Flying Farm								Builder	
Date	Day	Min	Trials	Min	Trials	Min	Trials	Min	Trials	Min	Trials	Min	Trials	Min	Trials
09/01/2003	1	20	152	20	152	-	-	-	-	20	197	20	106	20	123
09/02/2003	2	12	120	14	134	-	-	-	-	20	439	20	96	21	120
09/03/2003	3	20	188	11	120	-	-	20	127	-	-	20	100	0	0
09/04/2003	4	13	120	0	0	0	1	10	99	-	-	-	-	0	0
09/05/2003	5	5	121	4	67	8	57	-	-	14	340	-	-	6	35
09/08/2003	6	0	0	0	0	0	0	-	-	17	187	-	-	13	95
09/10/2003	7	20	60	0	0	-	-	20	120	-	-	0	0	18	35
09/11/2003	8	12	120	0	0	-	-	9	58	-	-	20	64	11	70
09/12/2003	9	13	224	0	0	-	-	-	-	15	391	13	63	0	0
09/15/2003	10	0	0	0	0	20	120	-	-	6	235	-	-	0	0
09/16/2003	11	0	0	0	0	0	0	16	120	-	-	-	-	0	0
09/17/2003	12	20	120	20	120	20	120	0	0	-	-	-	-	11	25
09/18/2003	13	12	120	0	0	-	-	-	-	12	187	15	71	16	55
09/19/2003	14	13	124	17	120	-	-	-	-	20	408	20	85	0	0

**Rudy Smith**  
**Short Summary**

**Fast ForWord Language**  
100-Minute Day 1 Protocol

■ Participation Day 14 09/19/2003



**Skills Developed**

**Phonological Awareness:** The ability to identify and manipulate the sounds of language.

**Language Structures:** Automatic, rapid grasp of the sounds, structures and patterns of oral language.

**Working Memory:** System for temporarily storing and manipulating information.

**Listening Accuracy:** Brain's ability to discriminate rapid, successive sounds and quickly interpret information.

**Learning MAPs**

Reading and learning requires a variety of cognitive skills that must function effectively in unison. Fast ForWord products develop the essential cognitive skills - Learning MAPs - that are critically important prerequisites for successful reading.

**Memory:** Hold information and ideas short- and long-term, essential for word recognition, comprehension of complex sentences and remembering instructions.

**Attention:** Focus on tasks and ignore distractions.

**Processing:** See images and distinguish sounds quickly enough to discriminate their differences, a prerequisite for phonemic awareness and reading.

**Sequencing:** A cognitive skill that relies on memory, attention, and processing and is essential for phonics, word fluency, reading and oral comprehension.

**Rudy Smith**  
**Error Report for Last Participation Day**  
Fast ForWord Language

**Phonic Words**

**Errors Occurred in:** **Correct out of Attempts**

**Processing Level 2**

**vowel/l onset**

lake/ache	0 of 1
-----------	--------

**vowel/r onset**

rake/ache	0 of 1
-----------	--------

**vowel/w onset**

wake/ache	0 of 2
-----------	--------

ache/wake	1 of 2
-----------	--------

**b/f onset**

face/base	0 of 1
-----------	--------

base/face	0 of 2
-----------	--------

**b/m onset**

me/bee	0 of 1
--------	--------

bee/me	0 of 2
--------	--------

**b/n onset**

bee/knee	0 of 1
----------	--------

knee/bee	0 of 2
----------	--------

**b/v onset**

base/vase	0 of 2
-----------	--------

vase/base	0 of 2
-----------	--------

**ch/d onset**

chip/dip	0 of 1
----------	--------

dip/chip	0 of 1
----------	--------

**ch/z offset**

peach/peas	0 of 1
------------	--------

peas/peach	0 of 1
------------	--------

**sh/ch offset**

cash/catch	0 of 1
catch/cash	0 of 1
watch/wash	0 of 1
wash/watch	1 of 2
<b>d/s onset</b>	
sip/dip	0 of 2
dip/sip	1 of 2
<b>d/th onset</b>	
day/they	0 of 1
<b>d/z onset</b>	
zip/dip	0 of 1
<b>s/sh onset, f/v offset</b>	
shave/safe	1 of 2
<b>f/v onset</b>	
vase/face	0 of 2
<b>m/n offset</b>	
foam/phone	0 of 1
phone/foam	0 of 1
comb/cone	1 of 2
<b>g/k offset</b>	
tack/tag	0 of 1
tag/tack	0 of 2
<b>l/r onset</b>	
lake/rake	1 of 2
rake/lake	1 of 2
<b>l/w onset</b>	
lake/wake	0 of 1
wake/lake	0 of 1
<b>l/y onset</b>	
yawn/lawn	0 of 1
<b>m/n onset</b>	
me/knee	0 of 1
<b>s/th offset</b>	
mouth/mouse	0 of 1
bass/bath	1 of 2

**z/j offset**

fudge/fuzz	0 of 1
fuzz/fudge	0 of 2

**n/ng offset**

long/lawn	0 of 1
fang/fan	1 of 2
run/rung	1 of 2

**s/z offset**

sauce/saws	0 of 1
saws/sauce	0 of 1
piece/peas	0 of 2
peas/piece	1 of 2

**p/sh onset**

shack/pack	0 of 1
pack/shack	1 of 2

**r/w onset**

rake/wake	1 of 2
-----------	--------

**r/y onset**

young/rung	0 of 2
------------	--------

**z/f offset**

cheese/chief	1 of 2
--------------	--------

**t/sh onset**

tack/shack	1 of 2
------------	--------

**r/l offset**

bear/bell	1 of 2
-----------	--------

**TH/z offset**

breeze/breathe	0 of 1
breathe/breeze	0 of 2

**t/th onset, m/ng offset**

tongue/thumb	0 of 2
--------------	--------

**Block Commander**

**Errors Occurred in:**  
**Processing Level 2**

**Correct out of Attempts**

**Touch 1 Object with 2 Properties**

Touch the green square	1 of 3
Touch the yellow circle	1 of 3
Touch the blue square	1 of 2
Touch the green circle	1 of 2
Touch the red circle	1 of 2
Touch the red square	1 of 2
Touch the white circle	1 of 2
Touch the white square	1 of 2
Touch the yellow square	1 of 2
Touch the blue circle	2 of 3

**Touch 1 Object with 3 Properties**

Touch the large green circle	0 of 1
Touch the small blue square	0 of 1
Touch the small green circle	0 of 1
Touch the small white circle	0 of 1
Touch the small yellow circle	0 of 1
Touch the large green circle	1 of 2

**Touch 2 Objects with 2 Properties**

Touch the blue square and the red circle	0 of 1
Touch the blue square and the yellow circle	0 of 1
Touch the green circle and the blue square	0 of 1
Touch the green circle and the green square	0 of 1
Touch the red square and the green square	0 of 1
Touch the white circle and the blue square	0 of 1
Touch the white square and the red circle	0 of 1
Touch the red square and the green square	0 of 2
Touch the yellow circle and the red circle	0 of 2
Touch the green circle or the blue square	1 of 2
Touch the red square and the yellow circle	1 of 2

**Touch 2 Objects with 3 Properties**

Touch the large green square and the large blue circle	0 of 1
Touch the large red square and the large blue square	0 of 1
Touch the large red square and the large white square	1 of 2
Touch the small white circle and the small blue circle	1 of 2

**Touch Sequentially**

Before touching the white circle, touch the blue square	0 of 1
---	--------

After touching the yellow square, touch the blue circle

0 of 2

**Touch With Object**

Touch the green circle with the blue square

0 of 1

Touch - with the green circle - the blue square

0 of 1

**Relative Placement**

Put the blue circle between the yellow square and the white square

0 of 1

Put the green square behind the white circle

0 of 1

Put the white square beside the red circle

0 of 1

Put the white square away from the yellow square

0 of 2

Put the yellow square in front of the red square

0 of 2

Put the red circle underneath the yellow square

1 of 2

**Miscellaneous**

Instead of the yellow square, touch the white circle

0 of 1

Touch the red circle - No! - the green square

0 of 1

Along with the yellow circle, touch the green circle

1 of 2

**Language Comprehension Builder**

Errors Occurred in:

Correct out of Attempts

**Processing Level 1**

**Passive Voice Word Order**

The dog is being pulled by the clown.

0 of 1

The girl is being chased by the boy.

0 of 1

The girl is being pushed by the boy.

0 of 1

**Wh- Object Questioning**

What is the cat chasing? (the mouse)

0 of 1

Who is the clown chasing? (the boy)

0 of 1

Who is the girl pulling? (the clown)

0 of 1

Who is the girl pushing? (the boy)

0 of 1

**Verb Singular: s**

The fish eats.

0 of 1

The fish swims.

0 of 1

The sheep jumps.

0 of 1

**Tense and Aspect: -ing**

The boy is eating his dinner.

0 of 1

The boy is pouring the juice.

0 of 1

The girl is blowing up the balloon.

0 of 1

**Noun Plurals/Singulars marked by Quantifier+Inflection**

Point to the picture of a bunny.	0 of 1
Point to the picture of a cake.	0 of 1
Point to the picture of a tree.	0 of 1
Point to the picture of some balloons.	0 of 1
Point to the picture of some cats.	0 of 1
Point to the picture of some dogs.	0 of 1
Point to the picture of some dresses.	0 of 1
Point to the picture of some socks.	0 of 1

**Aux- Be Singular**

The deer is drinking.	0 of 1
The fish is eating.	0 of 1
The fish is swimming.	0 of 1
The sheep is standing.	0 of 1

**Third Person Subject Pronouns**

Point to she is jumping.	0 of 1
Point to she is kicking.	0 of 1
Point to they are sitting.	0 of 1

**Object Relativization**

The boy is pushing the girl who is happy.	0 of 1
The boy is pushing the girl who is mad.	0 of 1
The girl is chasing the clown who is little.	0 of 1
The girl is pulling the boy who is mad.	0 of 1

**Verb Plural**

The fish swim.	0 of 1
The sheep eat.	0 of 1
The sheep jump.	0 of 1

**Clefting**

It's the boy that the clown chases.	0 of 1
It's the boy that the clown pushes.	0 of 1
It's the clown that the boy pushes.	0 of 1
It's the girl that the boy pulls.	0 of 1