

Language and Reading Intervention with Strong Evidence

For an intervention to be supported by strong evidence, there must be at least one well-designed and well-implemented experimental study (e.g., a randomized control trial) on the intervention. The Department of Education considers an experimental study to be “well-designed and well-implemented” if it meets WWC Evidence Standards without reservations.

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

What Works Clearinghouse

Fast ForWord has 21 studies that meet WWC Evidence Standards for Adolescent Literacy, Beginning Reading and English Language Development – the most of any reading intervention evaluated. Positive effectiveness ratings and improvement indices were found for:

- Alphabetic
- Reading Fluency
- Comprehension
- English Language Development (largest improvement index of interventions evaluated)

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Fast_ForWord_092806.pdf

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_ffw_031913.pdf

https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_fastfw_083110.pdf

When compared to other interventions evaluated by WWC, Fast ForWord is the only intervention with positive effects for English Learner AND Literacy Outcomes for students grades K-10 in individual, small group and whole class settings.

See the "Compare Intervention" table from IES: <https://tinyurl.com/ybczaex2>



National Center on Intensive Intervention

The National Center on Intensive Intervention conducted a review of multiple Fast ForWord research studies and documented positive targeted and broad effect sizes for pre-reading and reading outcomes.

<https://charts.intensiveintervention.org/chart/academic-intervention-chart-print>

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research

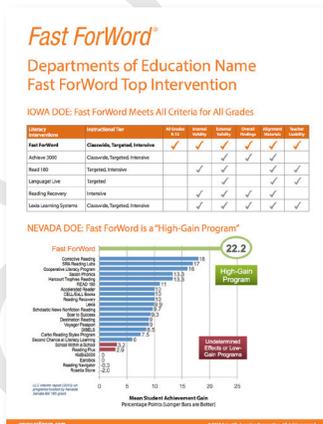
Academic Intervention

Title	Study	Study Type	Participants	Design	Fidelity of Impl.	Measure (Frequency)	Measure (Duration)
Academy of MATH	Turkeltaub (2011)	Group Design	●	●	○	●	●
Academy of READING	Holloman & Torgesen (1997)	Group Design	●	●	○	●	●
Academy of READING	Turkeltaub (2011)	Group Design	●	●	○	●	●
Active Intervention	Torgesen & Torgesen (2004)	Group Design	○	○	○	○	○

State Reviews

Independent reviews by states including Iowa and Nevada concluded that Fast ForWord meets widely accepted criteria for an effective intervention and is a "high-gain" program.

https://www.scilearn.com/sites/default/files/pdf/iowanevadadoe_2017.pdf



Additional Research

You can learn more about the extensive research behind the Fast ForWord program and the hundreds of studies demonstrating evidence for its effectiveness on our web site. These studies demonstrate the versatility of the program in a variety of settings and with student populations including those in Special Education, Title I programs and English Language Learners.

<https://www.scilearn.com/results>

Results

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Fast ForWord Language and Reading Intervention Case Studies, Independent Reviews, and Testimonials

Scientific Learning has received positive reviews and produced positive learning outcomes since 1995. Our Fast ForWord language and reading intervention program is the most extensively researched and reviewed program on the market. We're proud of our results, and after a few minutes we're confident you will be as well!