

How to Use Fast ForWord Basics

Welcome to Fast ForWord Basics

Using adaptive training technologies developed at Scientific Learning, Fast ForWord Basics™ includes seven games to help a young child begin the learning journey. Fast ForWord Basics targets each child's specific skill level and adapts to the child's individual progress. As the child progresses, Fast ForWord Basics becomes more challenging to help the child master the broad range of skills needed to begin school. In addition, to help you see progress after the child plays the games, Fast ForWord Basics produces progress reports that display a child's strengths and areas for improvement.

Table of Contents

Setting Up Windows Computers	2
Setting Up Macintosh Computers	3
Starting the Games.	4
Scope of the Games and Skills	8
Playing the Games	10
Reviewing Progress	20
Interpreting the Progress Data	21
Assessment Tools	36
Tips for Improving System Performance	45

Setting Up Windows Computers

Minimum System Requirements

- 133 MHz Intel® Pentium® or compatible processor
- Windows® 95, 98, or NT (version 4.0), 2000, Me
- 24 MB RAM, 50 MB of hard disk space
- 4x CD-ROM drive
- 16-bit sound card with its current sound driver
- High quality stereo headphones (recommended) or speakers

Installation Instructions

To install Fast ForWord Basics on Windows computers, close any open programs and insert the Fast ForWord Basics CD into the CD-ROM drive.

NOTE: Fast ForWord Basics was formerly known as Away We Go! If you have Away We Go! v 1.0, contact Scientific Learning's Product and Technical Support at 1-888-358-0212. Away We Go! v 1.0 is not compatible with Fast ForWord Basics.

- 1 On the desktop, double-click **My Computer**.
- 2 Double-click the CD-ROM drive.
- 3 Double-click **Install Basics**.
- 4 Follow the instructions that appear on the screen.

Because Fast ForWord Basics provides a link to the Scientific Learning Web site, the CD-ROM includes Netscape Navigator.

To install Netscape Navigator:

- 1 On the desktop, double-click **My Computer**.
- 2 Double-click the CD-ROM drive.
- 3 Double-click **Install Basics**.
- 4 Click **Next**. At the **Setup Type** screen, select **Custom**.
- 5 Follow the instructions that appear on the screen.

Launching Fast ForWord Basics

To start Fast ForWord Basics on a Windows computer, close any open programs and insert the Fast ForWord Basics CD into the CD-ROM drive.

- 1 Click **Start**, point to **Programs, Scientific Learning**, then **Fast ForWord**.
- 2 Select **Basics**.

Setting Up Macintosh Computers

Minimum System Requirements

- Power PC 100 MHz processor
- Macintosh, Operating System (Mac OS) version 7.5.5 or higher
- 12 MB free RAM with virtual memory turned off, 50 MB hard disk space
- 4x CD-ROM drive
- 16-bit sound card with its current sound driver
- High quality stereo headphones (recommended) or speakers

Installation Instructions

To install Fast ForWord Basics on Macintosh computers, close any open programs and insert the Fast ForWord Basics CD into the CD-ROM drive.

NOTE: Fast ForWord Basics was formerly known as Away We Go! If you have Away We Go! v 1.0, contact Scientific Learning's Product and Technical Support at 1- 888-358-0212. Away We Go! v 1.0 is not compatible with Fast ForWord Basics.

- 1 On the desktop, double-click the **Basics** icon.
- 2 Double-click **Install Basics**.
- 3 Follow the instructions that appear on the screen.

Because Fast ForWord Basics provides a link to the Scientific Learning Web site, the CD-ROM includes Netscape Navigator.

To install Netscape Navigator:

- 1 On the desktop, double-click the **Basics** icon.
- 2 Double-click **Install Basics**.
- 3 At the **Install Fast ForWord Basics** dialog box, click the **Easy Install** drop-down arrow and select **Custom**.
- 4 Select **Netscape Navigator**.
- 5 Click **Install**.

Launching Fast ForWord Basics

To start Fast ForWord Basics on a Macintosh computer, close any open programs and insert the Fast ForWord Basics CD into the CD-ROM drive.

- 1 On the desktop, double-click the **Scientific Learning** folder.
- 2 Double-click the **Basics** icon.

Starting the Games

Beginning to Play

A child can play Fast ForWord Basics as a registered player or as a guest. If a child plays as a registered player, Fast ForWord Basics adapts to the child's abilities, tracks their progress, and provides assessment results from one session to the next.

If a child plays as a guest, Fast ForWord Basics adapts to the child's abilities and tracks their progress during a single session. However, Fast ForWord Basics does not retain the information when the program is exited.

To run Fast ForWord Basics, each computer must have a Fast ForWord Basics CD-ROM.

To register a player:

- 1 Verify that the Basics CD-ROM is in the CD-ROM drive.
- 2 Launch Fast ForWord Basics. Fast ForWord Basics displays the **Select** screen.
- 3 In the **Select** screen, click **Add Name**.
- 4 Enter a name and click **OK**.

To select a player for Fast ForWord Basics and begin playing:

- 1 Click on a name or **Guest**.
- 2 Click **Train**.
- 3 On the **Select a Game** screen, click or drag the cloud icon up or down to adjust the volume.
- 4 Click a game icon. (Click the scroll arrows above and below the game icons to scroll through the selection of games.)

Exiting a Game

Each game has an Exit button. While playing a game, click **Exit**.

Fast ForWord Basics presents the Select a Game screen. If you wish to continue to exit Fast ForWord Basics, on the Select a Game screen, click **Exit** again. Fast ForWord Basics displays the Select screen. At this point you can review progress, select an assessment, or exit Fast ForWord Basics.

Starting the Games

Options on the Select Screen

Guest - Allows you to play as a guest.

Progress - Provides detailed information about a child's performance in each game. See page 18.

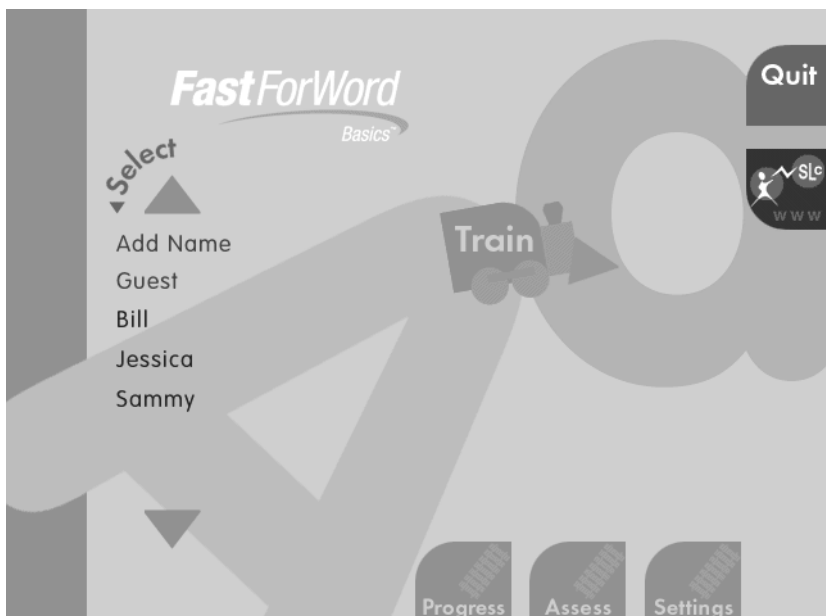
Assess - Allows you to examine a child's letter-name association and phonological awareness skills. See page 20.

Settings - Allows you to change the starting point for a particular game. It also allows you to delete or add a game from the child's list of games. You will need to select and enter a password to access the Settings screen. See page 6 for instructions.

SLc WWW - Connects to the Scientific Learning Web site (www.ScientificLearning.com). To do so, you must have an active Internet connection.

NOTE: Some computer systems that have less than 32 MB RAM will be unable to use this feature to connect to the Scientific Learning Web site.

Quit - Exits Fast ForWord Basics.



Starting the Games

The Settings Screen

Use the Settings feature to manually adjust the level of difficulty for each game to match the skill level of a child. You can also use the Settings screen to delete a child's name from the roster or block games from a child's game list.

Opening the Settings Screen

To open the Settings screen:

- 1 On the Select screen, select a child's name, and then click **Settings**.



TIP: You can use the Settings feature to demonstrate the games or to allow a guest experience different levels. Simply select **Guest** instead of a child's name.

- 2 Enter a password. Remember the password you choose, as you will need to enter it each time you access the Settings screen.
- 3 Click **OK**. Fast ForWord Basics displays the Settings screen.



If you forget your password:

On the Password screen, press and hold the **Shift** key and the ~ key. Enter a new password and click OK. Your password has been changed.

Deleting a Child's Name

To delete a child's name from the roster:

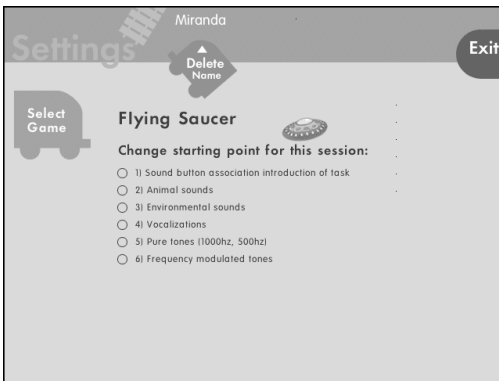
- 1 Click **Delete Name**. A Caution screen appears to warn you that all data for that player will be erased.
- 2 Click **Delete**.

Starting the Games

Changing the Settings for a Game

To change the settings of a particular game for a session:

- 1 Click a game. (Click the up and down arrows to scroll through the games.) The Settings screen displays a list of potential starting levels in the game.



- 2 Select a starting point for the game.

NOTE: Starting points are numbered in order of difficulty. The least difficult level starts with “1.”

- 3 You can then click one of the following:

Exit: Returns to the Select screen to begin the game.

Select Game: Returns to the Settings screen.

Blocking a Game for a Child

The Settings screen for each game also allows you to select which games you can block for a child. This allows you to create specific game lists to help a child build skills in a particular area. When you block a game, the game is not displayed in the list of games or Progress Viewer for that child.

To block a game in the current Settings screen:

- 1 Click **Block Game**. Fast ForWord Basics prompts you to confirm blocking the game.
- 2 Click **Block**. Fast ForWord Basics confirms that the game has been blocked.
- 3 You can then click one of the following:

Add Game: Adds the game back to the child's list of games

Exit: Returns to the list of players

Select Game: Returns to the main Settings screen

Scope of the Games and Skills

To help you understand how Fast ForWord Basics helps your child practice the skills necessary for language and reading development, review the chart below for the scope and sequence of the Fast ForWord Basics games.

Game Activities provide details of the skills children use to meet the **Primary Goals**.

	Inside the Tummy	Hungry Tummy	Drag Racer	Flying Saucer
Task	Click and drag the colored shapes into the outlines of matching shapes.	Follow verbal instructions to identify and manipulate shapes of various colors and sizes.	Click and hold the drag racer to hear a repeated sound, then release it when the sound changes.	Click flying saucers that are associated with sounds in the same order that the sounds are presented.
Primary Goals	Develop precise visual attention skills, and improve fine motor skills and hand-eye coordination.	Develop ability to follow verbal directions, and improve verbal decoding and working memory skills.	Improve sustained auditory attention and auditory discrimination skills.	Develop ability to identify the order of a sequence of sounds, and improve auditory working memory and auditory discrimination skills.
Game Activities	<ul style="list-style-type: none"> • Eye-hand coordination • Pattern recognition • Auditory perception • Fine motor development 	<ul style="list-style-type: none"> • Eye-hand coordination • Color identification • Shape identification • Size identification • Following oral directions • Fine motor development 	<ul style="list-style-type: none"> • Working memory • Sustained auditory attention • Auditory perception • Fine motor development 	<ul style="list-style-type: none"> • Working memory • Event sequencing • Auditory perception • Fine motor development • Sustained auditory attention

The chart presents the games from easiest to more complex. The skills needed to achieve the goals are introduced, reinforced, and developed within each of the games for children between the developmental ages of four and seven years.

Packing Pig Goes to Work	Packing Pig Has Lunch	Dog Deals the Deck	Ghost Coaster
Listen for the name of a letter and click on the matching letter.	Clear a grid of boxes by finding the matching letters.	Identify the card that has a different word sound than the others.	Listen for a letter sound and click the coaster showing the matching written consonant.
Develop letter-name association skills for uppercase and lowercase letters.	Develop letter-name association skills for uppercase and lowercase letters, and improve auditory working memory and visual spatial memory abilities.	Improve phonological awareness skills including phoneme analysis and phonological working memory.	Use phonemic awareness to develop letter-sound association skills. Build an initial understanding of the alphabetic principle.
<ul style="list-style-type: none"> • Phonological awareness • Lowercase letter identification • Uppercase letter identification • Letter-name knowledge • Visual spatial memory • Auditory memory • Sustained auditory attention • Fine motor development 	<ul style="list-style-type: none"> • Phonological awareness • Letter-name symbol association • Letter-name knowledge • Auditory working memory • Visual spatial memory • Event sequencing • Auditory perception • Fine motor development 	<ul style="list-style-type: none"> • Phonological awareness • Letter-sound correspondence • Auditory working memory • Auditory perception • Fine motor development 	<ul style="list-style-type: none"> • Phonological awareness • Letter-sound correspondence • Auditory working memory • Auditory perception • Fine motor development

Playing the Games

How to Play

Each Fast ForWord Basics game begins with training stages that introduce the basic tasks and help a child learn how to play. The games present the training stages in a step-by-step progression to help younger children or children who are still struggling with certain concepts move through the game at their own pace. After a child shows proficiency in the basic tasks of the training stages, the child can begin the game mode and advance to higher levels as he or she masters more tasks. Progression through these stages and levels is built into the games and is not visible to the user.



Look for this symbol throughout the guide for a description of the primary task and goal for a particular game. In addition, we'll explain the purpose behind some of the basic tasks a child performs.

Playing the Games

Inside the Tummy

What's inside the hungry bear's tummy? Click and drag colored shapes to match an outlined shape in the bear's tummy. Each time you correctly place an object, the bear announces the shape and color. After you successfully complete the design, you're in for a surprise! When you finish playing, click the **Gallery** button to view and print your favorite designs in full color or outlined (to be colored in by the child).



Developing precise visual attention skills as well as improving fine motor skills and hand-eye coordination is important for all children. **Inside the Tummy** helps a child develop these skills by having a child match shapes and colors. The child can develop fine motor skills as well as hand-eye coordination by using the mouse to click and drag objects into the bear's tummy. In addition, the game reinforces the child's knowledge of shapes and colors by announcing the object in the bear's tummy. The game requires more precise fine motor control and hand-eye coordination as the designs become progressively complicated and the shapes become progressively smaller.

Playing the Games

Hungry Tummy

The bear is hungry, and he wants to be fed! To begin playing, click the piece of candy and watch as the bear helps himself. After several of these feedings, the bear motions you to put the candy in his mouth. Click and drag the piece of candy into his mouth.

Now, listen carefully as the bear calls out objects of various colors, shapes, and sizes that he wants to eat. Click and drag the pieces the bear craves into his mouth to feed his hungry tummy.



Hungry Tummy addresses following verbal directions as well as improving verbal decoding and working memory skills. To help a child understand how this game works, Hungry Tummy introduces the concept of receiving directions by first showing the child what the bear wants. For example, when the child clicks on the piece of candy, the bear grabs it. When the child understands this concept and masters it, the bear shows the child what he wants by pointing his finger into his mouth. After mastering the basic tasks, the child moves up a level and the bear tells the child what he wants to eat; the child must decode these verbal directions.

Playing the Games

Drag Racer

The drag race is on! To begin playing, click and hold the car as a gas can fills the tank. When the tank is full and the engine starts to roar, let go and watch the car take off. When the car returns, click and hold it again until the idling engine begins to roar. Let go, and the car takes off again. Each time the car returns, click and hold it to hear a repeated sound. Let go when the sound changes.

Your car zooms off, and the race continues!



Drag Racer improves sustained auditory attention and auditory discrimination skills. In addition, the game strengthens a child's mouse-motor skills. First, the game requires the child to perform the basic task of filling up the racecar with gas by clicking and holding down the mouse on the car — a skill that can be difficult for young children to learn. The child learns the relationship between clicking and holding the mouse and the resulting action on the screen. While the child performs this task, the child sees and hears the car fill with gas. When the tank is full, the sound changes. The child learns to release the mouse when the sound changes and, through repetition of the task, develops attention to sounds and the ability to discriminate sound differences. Such an activity relates to the skills necessary for the child to understand speech in a wide range of listening conditions as well as speech of different styles (for example, fast or slow speech). Please note that there is a progression in the length of the sustained auditory attention as well as a progressive reduction in the reaction time required to correctly respond to the sound change.

Playing the Games

Flying Saucer

You're in outer space with wacky flying saucers that make different sounds. Click the Mother Ship to release a smaller ship and hear a sound. At first, clicking the Mother Ship releases a smaller ship that automatically zooms off the screen. After several rounds, the smaller ship stays on screen until you click it.

As you progress through the game, two ships fly from the Mother Ship, and you have to listen carefully to the sounds associated with each ship. Identify the order of the sounds you heard by clicking the ships in the same order they were presented, and send the ships on their way.



Flying Saucer helps a child identify the order of a sequence of sounds as well as improve working memory and auditory discrimination skills. To aid the child in understanding how this game works, the game begins with a practice stage, which requires the child to recognize the large Mother Ship by clicking on it. Flying Saucer then introduces a smaller ship and eventually a second ship, each of which is associated with a different sound. The game progresses as the child identifies the sounds and ships by clicking on them. As the child's understanding improves, Flying Saucer gradually increases the difficulty of the sound recognition tasks.

Playing the Games

Packing Pig Goes to Work

Can you help Packing Pig by identifying which letters should be gift-wrapped?

First, listen as Packing Pig sings the alphabet song. Click on Packing Pig to hear the song again. Click a letter to hear Packing Pig repeat the letter. To send Packing Pig to work and start the game, click Play.

To begin playing, click the loudspeaker to hear a letter. The letter falls onto the conveyor belt, and the pig wraps it. After a few rounds, the game suspends the letter in the air until you click the flashing letter. Eventually, the game announces a target letter and displays a choice of letters. Click the target letter. At first the target letters assist you by flashing, but soon you will have to rely only on the sounds. When you pick the correct letter, Packing Pig wraps it up and sends it on its way.



Packing Pig Goes to Work develops letter-name association skills while reinforcing the visual attention, hand-eye coordination, and auditory working memory developed in the other games. First, by clicking on Packing Pig and the flashing letters, a child further develops motor skills. The process of clicking the loudspeaker, hearing a letter, and seeing the image of that letter falling onto the conveyor belt leads the child to connect the name of a letter with its visual representation. In later stages, the child hears the sound and then clicks on the visual letter, reinforcing the letter-name association. For example, a child hears the spoken letter-name “a” and then must click on the visual letter “a,” thus associating the two. **Packing Pig Goes to Work** then adds a second visual letter, forcing the child to discriminate between the two letters and to learn that the sound “a” matches the letter “a” and not the letter “b.” As more letters are added, including uppercase and lowercase letters, the child learns to discriminate among multiple letters and to associate sounds with both uppercase and lowercase representations.

Playing the Games

Packing Pig Has Lunch

After a long morning packing boxes, Packing Pig is ready to eat! Help Packing Pig get lunch by finding matching boxes in the grid. Click a letter, hear the letter spoken, and then click the corresponding uppercase (big) or lowercase (little) letter. For example, click A, then a. The boxes disappear.

As the game progresses, it presents an increasing number of gift boxes hanging on the wall. Click the gift boxes to reveal letters. When you reveal a letter that matches the visible corresponding uppercase or lowercase letter, click the corresponding letter and the pair of boxes disappears.

Eventually, concentration becomes the key to helping Packing Pig get his lunch. Pay attention, because the gift boxes only flash a letter when you click them. Remember where the letters are in the grid and find their match. When you clear all of the boxes, Packing Pig gets his lunch!



Packing Pig Has Lunch improves auditory working memory and visual spatial memory abilities while further developing letter-name association skills. The first stages of Packing Pig Has Lunch build on the letter-name associations developed in Packing Pig Goes to Work: for example, a child clicks on “A”, hears “A” spoken, and then must click on the lowercase “a” to make both letters disappear. This teaches the child to associate uppercase and lowercase versions of letters with the same sound. As the game progresses and the letters are revealed only for a moment, the child uses auditory and visual memory to remember where to find particular letter-name combinations. In addition, the number of gift boxes increases, making the game more complex.

Playing the Games

Dog Deals the Deck

This tricky dealer is trying to pull a fast one on you! He deals four cards, but one of them begins or ends with a different sound than the other cards. Click the card that doesn't belong, and beat this dog at his own game.

To begin playing, click the dog. The dog deals four cards and tells you to click the card that has a different first sound than the other three cards. Click the card that does not belong. To get four new cards, click the dog again. Listen carefully, sometimes the dog asks you to click the card that has a different last sound.

Select the correct card 10 times, and you can spin the happy wheel for a chance to win bonus points. To spin the happy wheel, click the wheel and drag the mouse across or down the screen, then let go. When the wheel stops spinning, you can win bonus points!



Dog Deals the Deck improves phonological awareness skills, including phoneme analysis and phonological working memory. The game requires a child to distinguish words that differ by the initial or final sound. For example, if the dog deals door, doll, dog, and brown, the child must click brown (since brown begins with a "b" sound while the other cards begin with a "d" sound). As the child progresses, the game becomes more complex in four stages. In the first stage, the cards have pictures that represent the spoken words. The child learns to click the dog to play, then follows instructions to select the words that differ by either the first or last sound. In the second stage, the cards do not have pictures. The child does not have any visual cues and must remember the order of the spoken words. In the third stage, the cards have pictures and written words. The child sees the written words that correspond with the pictures. In the fourth stage, the cards have written words only. Again, the visual picture cues disappear, and the child learns to recognize the spoken sounds that correspond to the written words.

Playing the Games

Ghost Coaster

Get ready to enter a haunted roller coaster with the ghostliest roller coaster operator ever!

Each group of Ghost Coaster letter sounds begins with an exposure stage that introduces a group of letter sounds. After playing through the exposure stage, the game enters the trial stage for that group of letter sounds. After completing the trial stage, Ghost Coaster presents the exposure stage for the next group of letter sounds.

Exposure Stage

Click the ghost to hear a letter sound (such as /s/). The letter appears on all three coasters. Click a coaster to see and hear a three-letter word that begins with the target letter (such as sad). Click the ghost to hear the letter sound again and click a different coaster that displays the target letter (and not a word). After six rounds of three different target letters, the trial stage begins.

Trial Stage

During the trial stage, click the ghost to hear a letter sound. All three letters introduced in the exposure stage appear on the coasters. Click the coaster that shows the written letter that matches the letter sound you just heard, the coaster displays a word that begins with the letter, and the game announces the word. Click the ghost to hear another letter sound.

After completing the trial stage for this group of letter sounds, Ghost Coaster moves on to the exposure stage for the next group of letter sounds.

NOTE: Ghost Coaster presents two rounds of each letter-sound group. After the child correctly associates all letter sounds in that group with the correct written letter, Ghost Coaster does not present that group again unless that group is specifically chosen on the Settings screen or until after the player has met criteria for all groups. After the child has met criteria for all Ghost Coaster groups, the child has the option to play Ghost Coaster again from the beginning.



Ghost Coaster develops letter-sound correspondence skills and reinforces the alphabetic principle (that the phonemes in a spoken word, pronounced first to last, are represented by the letters in the written word, from left to right). By clicking the ghost and hearing a letter sound, then clicking a coaster that shows the written letter, the child learns to associate a sound with its letter. By presenting associative scenarios using three different letters in the exposure stage, Ghost Coaster allows children to begin the process of discriminating between letters. To reinforce that understanding, in the trial stage Ghost Coaster presents a letter sound and the three different letter choices just introduced to the player. When the child clicks the correct letter, a word beginning with that letter appears.

Reviewing Progress

The Progress Screen

The Progress screen lists the goal and task for each game and provides detailed performance information. Review this screen after a child completes each game or after a child completes a session of several games.

The Progress screen provides the following:

- List of the easiest to most complex tasks (levels) for each game. (Click the arrows to scroll through the list.)
- Number of trials attempted (except Inside the Tummy).
- Check mark to indicate whether the child reached the criteria to advance to the next level.

NOTE: The check mark is replaced by an **R** if the child (a) previously met criteria for a level in a game, and then played the same level using the Setting feature or, (b) met criteria in all levels of a game and then repeated playing the highest level.

- Date on which the child met criteria.

Fast ForWord Basics records the child's progress each time he or she plays, so progress data is cumulative. You can print the progress pages to record the child's improvement over time.

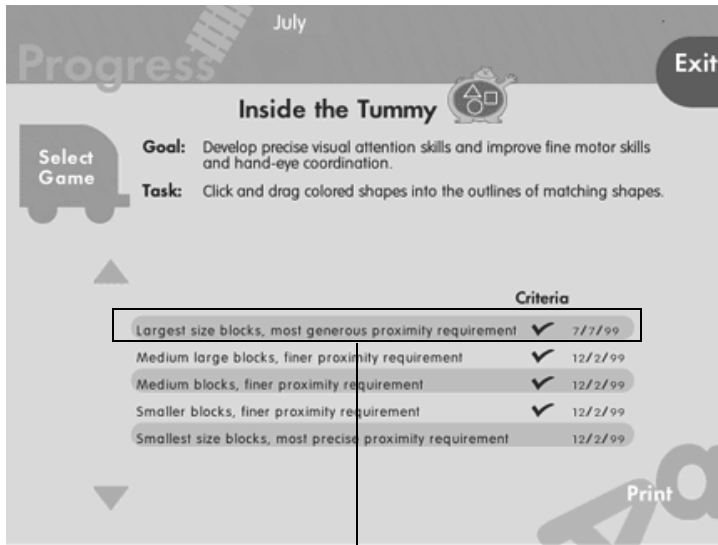
To review a child's progress:

- 1 From the **Select Player** screen, select the child's name.
- 2 Click the **Progress** button.
- 3 Select a game. (Click the arrows to scroll through the list.)
- 4 From the **Progress** screen, you can:
 - **Select Game** (to review progress for another game)
 - **Print**
 - **Exit**

Interpreting the Progress Data

Inside the Tummy

Progress data for Inside the Tummy shows the number of trials taken in each task. The figure below displays the Progress screen and an example of the printed version of the screen. Note that the printed data replaces the check mark (✓) with Yes.



Example of data as printed

Largest size blocks, most generous proximity requirement	3	Yes	7/10/99
--	---	-----	---------

In this example:

Largest size blocks, most generous proximity requirement represents a task.

The game exposed the child to 3 **trials** at this task.

The child successfully met criteria to move on to the next task. **Criteria met** is represented by a check mark (✓) next to the number of trials on the Progress screen or by Yes in the printed data. The minimum and thus optimum number of trials required to meet criteria varies by task.

The date on which the task was last presented to the child is 7/7/99.

NOTE: The check mark or Y is replaced by an R if the child (a) previously met criteria for a level in a game and then played the same level using the Settings feature or, (b) met criteria in all levels of a game and then repeated playing the highest level.

Hungry Tummy

Progress data for Hungry Tummy shows the number of trials presented in each task. The figure below displays the Progress screen and an example of the printed version of the screen. Note that the printed data replaces the check mark (✓) with Yes.

	Trials	Criteria	
Learn to click on an object on the screen	3	✓	7/10/99
Learn to click and drag an object on the screen	5	✓	7/10/99
Learn color (visual cue)	15	✓	7/10/99
Task with color	15	✓	7/10/99
Learn shape (visual cue)	15	✓	7/11/99
Task with shape	15	✓	12/1/99
Learn size (visual cue)	15	✓	12/1/99

Example of data as printed

Learn to click on an object on the screen	3	Yes	7/10/99
---	---	-----	---------

In this example:

Learn to click on an object on the screen represents a **task**.

The game exposed the child to 3 **trials** at this task.

The child successfully met criteria to move on to the next task. Criteria met is represented by a check mark (✓) next to the number of trials on the Progress screen or by Yes in the printed data. The minimum and thus optimum number of trials required to meet criteria varies by task.

The date on which the task was last presented to the child is 7/10/99.

NOTE: The check mark or Y is replaced by an R if the child (a) previously met criteria for a level in a game and then played the same level using the Settings feature or, (b) met criteria in all levels of a game and then repeated playing the highest level.

Drag Racer

Progress data for Drag Racer varies by the category the child has reached. In early levels, the number of trials the game presented in each level are displayed. For later levels, the progress data is further broken down. The figure below shows the Progress screen and an example of the printed version of the screen. Note that the printed data replaces the check mark (✓) with Yes.

	Trials	Criteria	
Learn task with visual cue (gas can)	3	✓	12/2/99
Learn task without visual cue	6	✓	12/2/99
Learn task with initial car movement (x axis)	6	✓	12/2/99
Learn task with initial car movement (x - y axes)	6	✓	12/2/99
Task with environmental sounds:			
Sound 1 (honks)	9	✓	12/2/99
Sound 2 (sirens)	9	✓	12/2/99

Example of data as printed

Learn task with visual cue (gas can)	3	Yes	12/2/99
--------------------------------------	---	-----	---------

In this example:

Learn task with visual cue (gas can) represents a **type of task**.

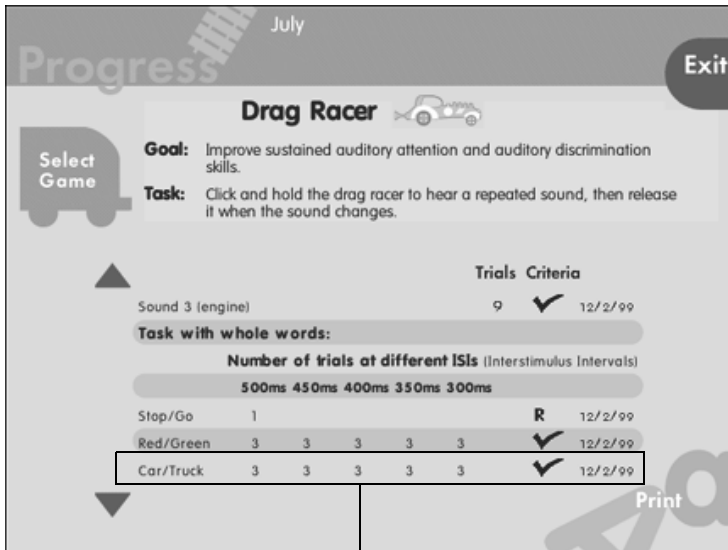
The game exposed the child to 3 **trials** of this task.

The child successfully met criteria to move on to the next task. **Criteria met** is represented by a check mark (✓) next to the number of trials on the Progress screen or by Yes in the printed data. The minimum and thus optimum number of trials required to meet criteria varies by task.

The date on which the task was last presented to the child is 12/2/99.

For later levels, the progress data is more detailed.

The figure below displays the Progress screen and an example of the printed version of the screen. Note that the printed data replaces the check mark (✓) with Yes.



Example of data as printed

Car/Truck	3	3	3	3	Yes	12/2/99
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In this example:

The child was exposed to 3 trials at each of 5 decreasing **inter stimulus intervals** (ISIs) and met **criteria** to move on to the next task.

NOTE: The check mark or Y is replaced by an R if the child (a) previously met criteria for a level in a game and then played the same level using the Settings feature or, (b) met criteria in all levels of a game and then repeated playing the highest level.

Flying Saucer

Progress data for Flying Saucer shows the number of trials taken in each task.

	Trials	Criteria
Learn to initiate trial	6	✓ 12/3/99
Learn task with one response button	3	✓ 12/3/99
Learn task with two response buttons	5	✓ 12/3/99
Task with animal sounds	10	✓ 12/3/99
Task with different animal sounds	10	✓ 12/3/99
Task with different environmental sounds	10	✓ 12/3/99
Task with vocalizations	10	✓ 12/3/99

Example of data as printed

Learn to initiate trial	6	Yes	12/3/99
-------------------------	---	-----	---------

The figure below displays the Progress screen and an example of the printed version of the screen. Note that the printed data replaces the check mark (✓) with Yes.

In this example:

Learn to initiate trial represents a **task**.

The game exposed the child to 6 **trials** at this task.

The child successfully met criteria to move on to the next task. Criteria met is represented by a check mark (✓) next to the number of trials on the Progress screen or by Yes in the printed data. The minimum and thus optimum number of trials required to meet criteria varies by task.

The date on which the task was last presented to the child is 12/3/99.

NOTE: The check mark or Y is replaced by an **R** if the child (a) previously met criteria for a level in a game and then played the same level using the Settings feature or, (b) met criteria in all levels of a game and then repeated playing the highest level.

Packing Pig Goes to Work

Progress data for Packing Pig Goes to Work shows the number of trials taken at each level. The figure below displays the Progress screen and an example of the printed version of the screen. Note that the printed data replaces the check mark (✓) with Yes.

July

Progress

Exit

Packing Pig Goes to Work

Goal: Develop letter-name association skills for uppercase and lowercase letters.

Task: Listen for the name of a letter and click on the matching letter.

	Trials	Criteria	
Learn task with visual cue	12	✓	12/2/99
Learn lowercase letters with visual cue	52	✓	12/2/99
Task with Lowercase Letters:			
a* b c d	20	✓	12/2/99
e f g*	15	✓	12/2/99
h i j k	20	✓	12/2/99
l m* n* o p	25	✓	12/2/99

*problem letters on the way to meeting criteria

Print

Example of data as printed

l	m*	n*	o	p	25	Yes	12/2/99
---	----	----	---	---	----	-----	---------

In this example:

The letters l, m, n, o, p represent a level. Asterisks are displayed next to letters that the child had particular difficulty with. This means that the child had a harder time on that letter in relation to other letters in that group. If a given ratio of correct to incorrect responses is less than or equal to 50% of the ratio for the entire group, then the letter will get an asterisk.

NOTE: Progress on the highest level, where letters are not tested in alphabetical order, is not reflected in this example.

The game exposed the child to 25 **trials** at this level.

The child successfully met criteria to move on to the next level. **Criteria met** is represented by a check mark (✓) next to the number of trials on the Progress screen or by Yes in the printed data. The minimum and thus optimum number of trials required to meet criteria varies by level.

The date on which the level was last presented to the child is 12/2/99.

NOTE: The check mark or Y is replaced by an R if the child (a) previously met criteria for a level in a game and then played the same level using the Settings feature or, (b) met criteria in all levels of a game and then repeated playing the highest level.

Packing Pig Has Lunch

Progress data for Packing Pig Has Lunch is recorded as follows:

- Performance on letters is evaluated for the first two levels of the game (letters are visible)
- Proficiency with clearing grids is evaluated for the third level of the game (letters are not visible)

The figure below displays the Progress screen and an example of the printed version of the screen. Note that the printed data replaces the check mark (✓) with Yes.

July

Progress Exit

Packing Pig Has Lunch

Goal: Develop letter-name association skills for upper- and lowercase letters, improve auditory working memory and visual spatial memory abilities.

Task: Clear a grid of boxes by finding matching letters.

All Letters Visible on Boxes Trials 10/7/99

Aa 18	Bb 17	Cc 18	Dd 16	Ee 19
Ff 16	Gg 18	Hh 18	Ii 18	Jj 15
Kk 16	Ll 12	Mm 17	Nn 17	Oo 17
Pp 18	Qq 18	Rr 18	Ss 17	Tt 18
Uu 15	Vv 20	Ww 17	Xx 17	Yy 17
Zz 17	Criteria Met ✓			

*problem letters on the way to meeting criteria

Print

Example 1 of data as printed

Example 2 of data as printed

Aa 18 Bb 17 Cc 18 Dd 16 Ee 19

Zz 17 Criteria Met Yes

In Example 1:

The child made the following matches:

A and a	18	D and d	16
B and b	17	E and e	19
C and c	18		

In Example 2:

The child made 17 matches for Z and z. The child successfully met criteria to move on to the next level, which is based on overall performance on the alphabet. **Criteria met** is represented by a check mark (✓) next to the number of trials on the Progress screen or by Yes in the printed data. The minimum and thus optimum number of trials required to meet criteria varies by task.

Asterisks are displayed next to letter pairs with which the child had particular difficulty. The program calculates the average number of clicks required to clear a letter pair. Any letters that required two times (or more) than the average number of clicks to clear have an asterisk placed by them.

The Progress screen below represents the third level of Packing Pig Has Lunch—a level at which letters are not displayed. The figure below displays the Progress screen and an example of the printed version of the screen.

July

Progress

Exit

Packing Pig Has Lunch

Select Game

Goal: Develop letter-name association skills for upper- and lowercase letters, improve auditory working memory and visual spatial memory abilities.

Task: Clear a grid of boxes by finding matching letters.

No Letters Visible		10/25/99	
--------------------	--	----------	--

Mouse Clicks to Clear Grid

	Minimum	Last Session's Average	Cumulative Average
3x3	12	16	21
4x4	24	25	30

Criteria Met **No**

Print

*problem letters on the way to meeting criteria

Example of data as printed

No Letters Visible	10/25/99
--------------------	----------

In this example:

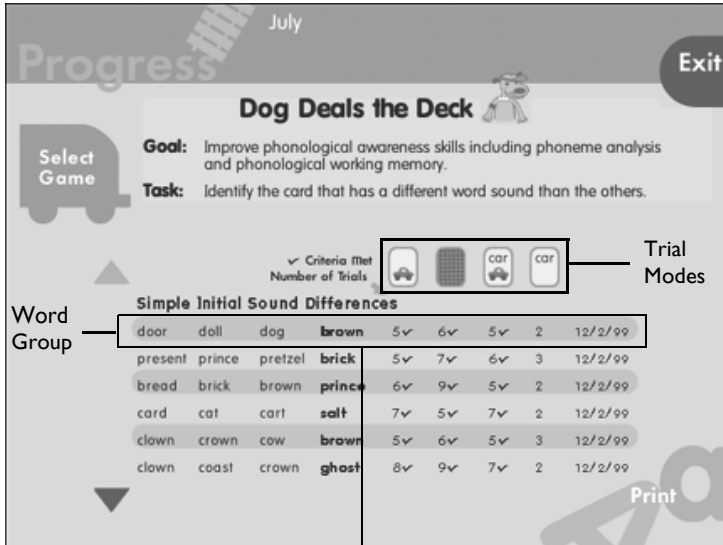
The date on which the level was last presented to the child is 10/25/99.

The Progress screen displays a table that includes the grid size, the minimum number of clicks it would take to clear each grid size, the current session's average for each grid size, and the cumulative average for each grid size. If the child did not play at this level during the current session, no data will appear for the last session's average.

NOTE: The check mark or Y is replaced by an R if the child (a) previously met criteria for a level in a game and then played the same level using the Settings feature or, (b) met criteria in all levels of a game and then repeated playing the highest level

Dog Deals the Deck

The Progress screen for Dog Deals the Deck shows the number of trials presented per trial mode, in each word group. A trial mode can include graphemes, images, and spoken word. The figure below shows the Progress screen and an example of the printed version of the screen. Note that the printed data replaces the check mark (✓) with a Y (for Yes).



Example of data as printed

door	doll	dog	brown	5Y	6Y	5Y	2	12/2/99
------	------	-----	-------	----	----	----	---	---------

In this example:

The word group tested initial sound difference, where brown was the target word.

The game exposed the child to four **trial modes**:

- 5 trials in which the words were heard and images were shown
- 6 trials in which the words were heard but no images or graphemes were displayed
- 5 trials in which the words were heard and the image and grapheme were displayed together
- 2 trials where only the graphemes were displayed and no words were heard.

NOTE: A score of five trials indicates the individual met criteria in the fewest number of trials possible. The maximum number of trials for a word group is 20.

The child successfully met criteria for the word group in the first three trial modes, which is represented by a check mark (✓) next to the number of trials on the Progress screen or by a Y in the printed data.

NOTE: The check mark or Y is replaced by an R if the child (a) previously met criteria for a level in a game and then played the same level using the Settings feature or, (b) met criteria in all levels of a game and then repeated playing the highest level.

The date on which the word group was last presented to the child is 12/2/99.

Ghost Coaster

The Ghost Coaster Progress screen shows the following:

- The consonant-vowel pair presented (click the arrows to scroll through the list)
- Whether all exposure trials were completed

NOTE: If all exposure trials were completed, a circle appears. If they were not all completed (for instance, the child clicked Exit before finishing all available trials), no circle shows.

- The number of trials completed
- The number of trials completed correctly
- Whether the number of correct responses meet the criteria for having developed letter-sound association for that consonant-vowel pair (a check mark indicates that the child met the criteria)

NOTE: The check mark is replaced by an R if the child (a) previously met criteria for a consonantvowel pair and then played the same consonant-vowel pair using the Setting feature or (b) met criteria in all levels of a game and then repeated the game.

- The date of the most recent trial

The Progress screen includes an example line from the printed version.

Note that the printed data replaces the check mark (✓) with a Y (for Yes).

Progress **Exit**

Ghost Coaster

Select Game

Goal: Develop letter-sound association skills for lowercase consonants.
Task: Listen for the sound of a consonant-vowel pair. Click on the matching consonant letter.

		Trials	Correct	Criteria
sa	•	12	5	02/14/00
ma	•	12	6	02/14/00
da	•	12	4	02/14/00
pa	•	12	12	✓ 02/14/00
ta	•	12	12	✓ 02/14/00
na	•	12	12	✓ 02/14/00
ga	•	15	16	R 02/15/00

Example of data as printed

pa	Y	12	12	Y	02/14/00
----	---	----	----	---	----------

In this example:

The first group of consonant-vowel pairs pronounced were *sa*, *ma*, and *da*.

The child played 12 trials for each consonant-vowel pair:

- 12 trials in which *sa* was pronounced. The child correctly identified *s* 5 times out of 12 as the consonant beginning the *sa* consonant-vowel pair.
- 12 trials in which *ma* was pronounced. The child correctly identified *m* 6 times out of 12 as the consonant beginning the *ma* consonant-vowel pair.
- 12 trials in which *da* was pronounced. The child correctly identified *d* 4 times out of 12 as the consonant beginning the *da* consonant-vowel pair.

NOTE: The child successfully met criteria for the second group of consonant-vowel pairs (*pa*, *ta*, and *na*), which is represented by a check mark (✓) next to each trial on the Progress screen (and by a Y in the printed data).

The date on which the consonant-vowel pairs *sa*, *ma*, *da* and *pa*, *ta*, *na* were last presented to the child is 2/14/00.

Fast ForWord Basics Ghost Coaster records the child's progress each time he or she plays, so progress data is cumulative. You can print the progress pages to record the child's improvement over time.

NOTE: The Print options described here are available in Fast ForWord Basics Ghost Coaster Professional Version only.

Assessment Tools

Running the Assessment Tools

Fast ForWord Basics provides a letter-name assessment and a phonological assessment. You can use these tools at any time to determine a child's current skill level (for example, before a child begins playing Fast ForWord Basics and then again at the end of each week).

Letter-Name Assessment examines a child's knowledge of uppercase and lowercase letters. The child listens for the name of the letter and clicks on the matching letter.

Phonological Assessment examines a child's phonological awareness skills. The child identifies the card that has a different first or last sound than the other cards.

To use the Assessment tools:

- 1 On the **Select Player** screen, select a child's name.
- 2 Click **Assess**.
- 3 Select **Letter-Name Assessment** or **Phonological Assessment**.
- 4 To begin the assessment, click **Assess**.
The assessment stops automatically and provides the child's percentage of accuracy.
- 5 To run the assessment again (and accumulate additional data), click **Assess**. Otherwise, click **Exit**.
- 6 To review detailed assessment results, in the **Assessment** screen, click **Results**.
- 7 To print the results of the assessment, in the **Results** screen, click **Print**.

NOTE: You can review the detailed results of the most recent assessment at any time. To do so, on the **Select Player** screen, select a child's name and click **Assess**. Then, on the **Assessment** screen, select the assessment to review and click **Results**.

Phonological Assessment with Dog Deals the Deck

The Phonological Assessment Tool uses Dog Deals the Deck to test a child's phonological processing skills including phoneme analysis, phonological working memory, and sound-symbol correspondence abilities (for example, phonics). Displaying basic phonological analysis and phonological working memory skills indicates a child's potential to improve language skills and learn how to read.

NOTE: If a child shows difficulty in phonological analysis and working memory skills, Scientific Learning offers Fast ForWord, a training program that can help children improve these skills.

How Does the Assessment Tool Present the Game?

The child clicks the dog and the dog deals four cards displaying pictures only. Next, a word sequence is presented; as each word is announced, the corresponding card highlights. The child must identify the card with a different initial or final sound from the other cards by clicking on it. A sound is heard to indicate that a trial has been completed, and the game awards two points.

NOTE: The sound and the points received after each trial indicate that the trial has been completed and do not indicate a correct or incorrect response.



What Does the Tool Assess?

For phonological assessment, the tool presents a set of words and requires a child to identify the word that differs by its initial or final sound. The assessment tool randomly presents all of the word sets for Different Initial Sound before randomly presenting the word sets for Different Final Sound. Each word set contains one target word and three words used to distract the player. A complete assessment round contains 15 word sets of each type (30 trials total). The word sets for each type are listed below.

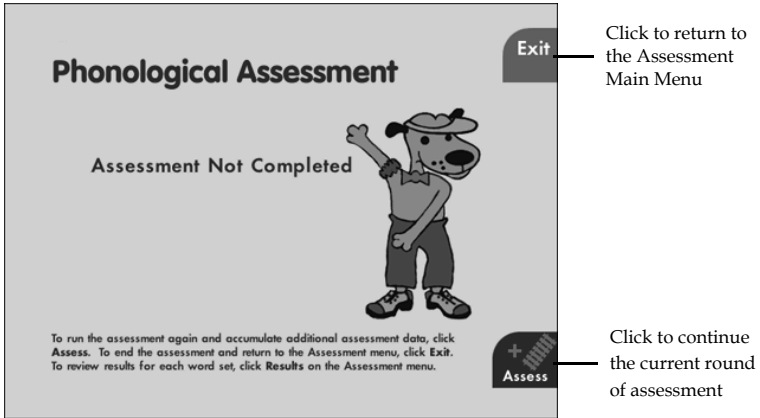
Table 1-1

Different Initial Sound					Different Final Sound				
Word Set	Distracter	Distracter	Distracter	Target	Word Set	Distracter	Distracter	Distracter	Target
1	ball	bat	boat	tree	1	ball	doll	tall	shirt
2	bath	blue	brick	rake	2	bat	shirt	pat	rake
3	brown	black	ball	doll	3	cat	boat	pat	star
4	bus	block	bread	rose	4	gift	cart	salt	tree
5	cat	cow	car	bat	5	rose	nose	toes	cat
6	card	clown	crown	hand	6	train	crown	brown	boat
7	purse	pretzel	prince	jar	7	track	stack	sack	gift
8	rake	ring	rose	lake	8	toast	coast	ghost	stick
9	sack	salt	sand	nose	9	toast	coast	ghost	king
10	stack	star	stand	teeth	10	sand	stand	hand	toast
11	table	tack	tall	king	11	stick	stack	sack	coast
12	toes	toast	teeth	moth	12	teeth	bath	moth	ghost
13	wake	whale	wing	truck	13	wing	ring	king	train
14	tree	table	toes	dog	14	wake	rake	lake	ring
15	stack	stand	stick	rake	15	car	star	jar	brown

Exiting before Completing the Assessment

If you click **Exit** before completing one full round of assessment (30 trials total), the tool presents a screen indicating that the assessment was not completed (shown in figure below). To continue with the current round, click **Assess**.

Click **Exit** to return to the Assessment Main Menu.



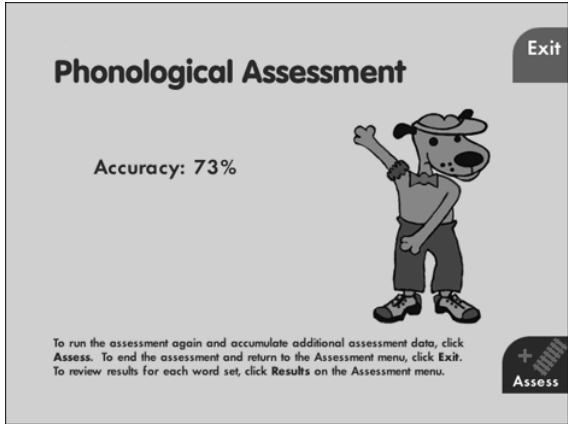
The screenshot shows a grey rectangular window titled "Phonological Assessment". In the center, it says "Assessment Not Completed" above a cartoon dog character wearing a hat and a bow tie. At the bottom left, there is a small block of text: "To run the assessment again and accumulate additional assessment data, click **Assess**. To end the assessment and return to the Assessment menu, click **Exit**. To review results for each word set, click **Results** on the Assessment menu." At the bottom right, there are two buttons: "Exit" and "Assess".

Click to return to the Assessment Main Menu

Click to continue the current round of assessment

Completing the Phonological Assessment

When the child completes a round of assessment (30 trials total) the assessment tool presents the Phonological Assessment screen. It displays the percent accuracy for that round of assessment. As multiple rounds of assessments are taken, the percentage of accuracy accumulates and adjusts for every trial after the first round is complete. An example of the Phonological Assessment screen is shown below.



The screenshot shows a screen titled "Phonological Assessment" with a sub-header "Accuracy: 73%". A cartoon dog character wearing a hat and a bowtie is standing on the right side. At the bottom left, there is a small text box with instructions: "To run the assessment again and accumulate additional assessment data, click Assess. To end the assessment and return to the Assessment menu, click Exit. To review results for each word set, click Results on the Assessment menu." At the bottom right, there are two buttons: "Exit" and "Assess".

Click to return to the Assessment Main Menu

Click to start a new round of assessment

NOTE: There is no limit to the number of assessments you can provide to a child.

Viewing the Assessment Results

You can view detailed results of the assessment by clicking **Results** from the Assessment Main Menu. The Assessment Results screen (see figure below) shows the number of correct trials and the number of trials for each word set. This data is displayed regardless of the number of trials taken in the assessment.

The screenshot shows the 'Assessment Results' screen for a 'Phonological Assessment' conducted in July. The screen includes a 'Select Assessment' button, a 'Goal' section, a 'Task' section, and a table of results. The table lists six word sets, each with four words and a 'Correct/Trials' ratio of 1/1. The words in each set are: (ball, bat, boat, tree), (bath, blue, brick, rake), (brown, black, ball, doll), (bus, block, bread, rose), (cat, cow, car, bat), and (card, clown, crown, hand). There are also 'Exit' and 'Print' buttons on the screen.

Initial Sound	Correct/Trials
ball bat boat tree	1/1
bath blue brick rake	1/1
brown black ball doll	1/1
bus block bread rose	1/1
cat cow car bat	1/1
card clown crown hand	1/1

Click to return to Assessment Main Menu

Click to print the current screen.

Letter-Name Assessment with Packing Pig Goes to Work

The Letter-Name Assessment Tool uses the Packing Pig Goes to Work game to test letter-name knowledge proficiency. By using this tool, you are able to objectively assess a child's knowledge of aurally presented letters for lowercase and uppercase letters. Displaying skills in letter-name association can indicate a child's potential in learning how to read or becoming a better reader.

How Does the Assessment Tool Present the Game?

The game presents a small factory with a conveyor belt. When the child clicks on the loudspeaker, the target letter is presented aurally. The child identifies the target letter by clicking the correct letter displayed on the wall. A sound is heard to indicate that a trial has been completed, and the game awards one point.

NOTE: The sound and the points received after each trial indicate that the trial has been completed and do not indicate a correct or incorrect response.



What Does the Tool Assess?

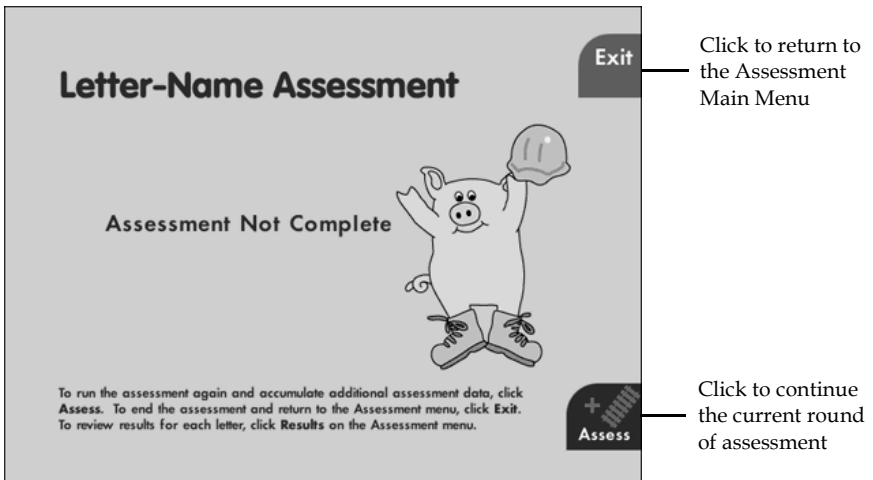
For letter-name assessment, the tool visually presents a group of five letters and requires a child to identify the letter the tool announces aurally. A group of letters never contains the same lowercase and uppercase letter, and the groups of letters are randomized throughout the round of assessment.

A complete assessment round includes all 26 letters tested in lowercase and uppercase (52 trials total). The assessment tool randomly presents each letter in lowercase and uppercase form once as a target and four times as a distracter. To prevent a child from memorizing the letters and to ensure his or her chances of success in learning the alphabet, a letter that is presented as a target in one trial is not displayed as a distracter in the next group of letters. In addition, the assessment tool randomly moves the target position, using the same position no more than three times consecutively.

Exiting before Completing the Assessment

If you click **Exit** before completing one full round of assessment (52 trials total), the tool presents a screen indicating that the assessment was not completed (shown in figure below). To continue with the current round, click **Assess**.

Click **Exit** to return to the Assessment Main Menu.



The screenshot shows a grey background with the title "Letter-Name Assessment" at the top left. Below it, the text "Assessment Not Complete" is centered. To the right of this text is a cartoon pig wearing a hard hat and safety boots, holding a pencil. At the bottom left, there is a block of instructional text: "To run the assessment again and accumulate additional assessment data, click Assess. To end the assessment and return to the Assessment menu, click Exit. To review results for each letter, click Results on the Assessment menu." At the top right, there is a dark grey button labeled "Exit". At the bottom right, there is a dark grey button with a plus sign and the word "Assess". Two callout lines point from the text on the right to these buttons: one from "Click to return to the Assessment Main Menu" to the "Exit" button, and another from "Click to continue the current round of assessment" to the "Assess" button.

Completing the Letter-Name Assessment

When the child completes a round of assessment (52 trials total), the assessment tool presents the Letter-Name Assessment screen. It displays the percent accuracy for that round of assessment for both lowercase and uppercase letters. As multiple rounds of assessments are taken, the percentage of accuracy accumulates and adjusts for every trial after the first round is complete. An example of the Letter-Name Assessment screen is shown below.

Letter-Name Assessment

lowercase letters: 88%

UPPERCASE LETTERS: 96%

To run the assessment again and accumulate additional assessment data, click **Assess**. To end the assessment and return to the Assessment menu, click **Exit**. To review results for each letter, click **Results** on the Assessment menu.

Click to return to the Assessment Main Menu (Exit)

Click to start a new round of assessment (Assess)

Viewing the Assessment Results

You can view detailed results of the assessment by clicking **Results** from the Assessment Main Menu. The Assessment Results screen (see figure below) shows the responses made for each lowercase and uppercase letter.

July

Assessment Results

Letter-Name Assessment

Goal: Assess letter-name knowledge for upper- and lowercase letters.

Task: Listen for the name of a letter and click on the matching letter.

Select Assessment

Correct/Trials

a	0/1	b	1/1	c	1/1	d	1/1
e	1/1	f	1/1	g	1/1	h	1/1
i	1/1	j	1/1	k	1/1	l	0/1
m	0/1	n	1/1	o	1/1	p	1/1
q	1/1	r	1/1	s	1/1	t	1/1
u	1/1	v	1/1	w	1/1	x	1/1
y	1/1	z	1/1	lowercase letters 88%			

Print

Click to scroll down and view uppercase letters

Tips for Improving System Performance

Handling the Compact Disc (CD)

- Use the CD with your computer.
- Keep the CD away from sources of heat or direct sunlight.
- Hold the CD by the edges and keep in protective case when not in use.
- Clean the CD with a lint-free, soft, dry cloth, wiping in straight lines from center to outer edge. Never use solvents or abrasive cleaners.

Before You Play

Check the following before you start Fast ForWord Basics™:

- Computer meets system requirements
- Virtual memory is turned off (Macintosh only)
- All other programs are closed (including screen savers)

Product and Technical Support

If you have questions about Fast ForWord Basics, we have several resources that can help:

- Resource and Support Center: www.scilearn.com/support
Click the link to **Site Compliance Guide** for current technical requirements and other pertinent information.
- Email: support@scilearn.com
- Scientific Learning Product and Technical Support:
1-888-358-0212

Please be sure to have the following information available before you contact us:

- Product name.
- Model and configuration of your computer.
- Operating system version number.
- Additional system information (such as type and make of your monitor, video card, printer, modem, etc.).
- Description of problem you are having