

Scientific Learning®

Who can benefit from Fast ForWord?

Observation Survey

The following survey leads parents through a series of questions that explore their child's developing language and reading skills across social settings, at home, and at school. Teachers, relatives, and others who know the child can also use this survey to summarize their observations of the child's language and reading skills.

This survey is designed to evaluate the types of skills that are trained by the Fast ForWord family of programs. If "sometimes" or "frequently" is selected as the response to many of the questions, it is likely that the child may benefit from one of the Fast ForWord family of training programs.

This survey does not provide results – it is a discussion tool that we encourage parents, educators, and professionals to use when meeting with each other.

Beyond this survey, trained Fast ForWord Providers from diverse professional backgrounds often consult with families to determine which Fast Forword training program is most appropriate.

Why wait? Taking this survey may be the first step towards improving a child's language, reading, and learning skills.

Observational Survey for Parents

The Fast ForWord family of programs can help students of all ages and learning abilities improve thinking, listening and reading skills.

This series of questions may help to indicate whether your child can benefit from the Fast ForWord programs. Choose one answer for each question to indicate how often the behavior is exhibited in your child's daily life. If you answer "sometimes" or "frequently" to many of the questions, your child may be a candidate for a Fast ForWord training program.

The child's ability to understand what people say	Rarely	Sometimes	Frequently
1. Does the child ever misunderstand what you say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the child request that information or instructions be repeated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the child deny hearing the beginning or middle of long sentences or groups of sentences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the child have difficulty understanding more abstract language, idioms, or homonyms (similar sounding words)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the child have difficulty understanding humor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The child's ability to express him/herself orally	Rarely	Sometimes	Frequently
6. Does the child give slow or delayed responses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the child speak with a peculiar pace (too slow, long pauses, with repetition)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the child have difficulty reconstructing a story in appropriate order?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the child lose his/her way in sentences or fail to finish long sentences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the child speak mostly in single sentences rather than elaborate on a topic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the child have trouble rephrasing a point if he/she is not understood at first?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does the child try to communicate a point using too few words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the child try to avoid typical interactions with strangers in noisy environments? (for example, ordering at the counter in a store or fast food restaurant)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Does the child use few descriptive words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the child use imprecise words or phrases?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the child have difficulty finding the right word (or does he/she substitute with inappropriate words)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Does the child mispronounce typical word sounds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Does the child have difficulty using humor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observational Survey for Parents (continued)

The child's behavior in a group setting	Rarely	Sometimes	Frequently
19. Does the child get confused in noisy situations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Does the child allow other people to finish his/her sentences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Does the child have difficulty understanding or interpreting visual/ body language cues with language cues? (i.e. does your child tend to misinterpret another person's mood or demeanor?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Is the child reluctant to engage in conversations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Does the child avoid group activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Do other children often repeat things, or speak especially loudly, to this child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Does this child have difficulty understanding the point or focus of a group's activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Does the child have difficulty following changing dynamics among people in a group?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Does this child get teased or left out because of difficulty keeping up with what peers are saying?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Do the child's peers direct their conversations to each other, but not to your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Does the child have unexplained behavior problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Does this child have insufficient confidence, self-esteem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How the child does at school	Rarely	Sometimes	Frequently
31. Does this child have difficulty remembering questions when called on in class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Does this child have an attention problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Does the child have difficulty with phonics (such as identifying the initial or last sound of a word, segmenting a word into syllables, or decoding new words)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Does the child have difficulty with reading or learning to read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Does the child have difficulty with spelling or learning to spell?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Does this child have difficulty speaking in front of the class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Can this child give you a meaningful account of the events of the school day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____
