

Northmoor Elementary
4421 Old Salem Road
Englewood, OH 45322
937-832-6800

April 13, 2026

Forbrain / Sound for Life Ltd.
2817 Teakwood Lane
Plano, TX 75075

Dear Forbrain Team Members:

On behalf of Northmont City Schools, I would like to thank you for your continued support of the Forbrain Pilot Program at Northmoor Elementary. Below is a summary of our project and a request to support its continued success.

Our project, *Forbrain Pilot: Leveraging Research-Based Technology to Help Students with Speech, Language, Reading, and Attention Challenges*, began in fall 2025 after receiving a grant from the Northmont Education Foundation. We purchased six Forbrain headsets and are currently working with a group of seven fifth-grade students to measure growth in reading fluency over a twelve-month period. Students engage in daily 20-minute reading sessions using the devices, and we conduct bi-weekly progress monitoring using a Curriculum Based Measure (CBM) for fluency that is logged in the FastBridge program.

The study runs from January 2026 through December 2026, spanning students' second semester of fifth grade and first semester of sixth grade. Because this timeline includes the summer months, we are requesting seven refurbished Forbrain units so participants can continue the reading protocol during summer break. This continuity will help prevent regression and strengthen the overall validity of our results.

The study team includes Nathan Hannahan (District Literacy Coach), Todd French (School Psychologist), and myself (Fifth Grade Teacher). Daily reading sessions are facilitated by trained paraprofessionals, and I conduct the bi-weekly progress monitoring. Additionally, one Forbrain unit is being used by Hannah Logan, Speech-Language Pathologist, to explore its application in speech therapy.

Student progress is measured using FastBridge assessments, including both bi-weekly one-minute fluency probes and triannual benchmark testing. We are also comparing current data to archived results from the students' fourth-grade year, prior to Forbrain use, to further evaluate growth.

We anticipate that students participating in the Forbrain Pilot Program will demonstrate greater gains in reading fluency compared to peers not using the device, as well as accelerated progress relative to their own prior performance. We are currently seeking parent permission to share our findings and, pending approval, plan to provide you with data at the end of this school year (June 1) and upon completion of the study (January 1, 2027).

If the pilot yields the positive outcomes we expect, we will advocate for broader implementation of Forbrain across our district.

Please feel free to reach out if you have any questions or would like additional information. Thank you again for your partnership and support—we look forward to continuing this meaningful collaboration.

Sincerely,

Jeff Spieles
Fifth Grade Teacher
Northmoor Elementary

Forbrain Intervention Group Expectation: Everytime a student(s) has the headset on, they are orally (audibly) reading aloud so they can hear themselves and so you can hear them. That is the secret sauce of the intervention. **The goal of this intervention is students reading and speaking orally through the Forbrain headset for as many of the 25 intervention minutes as possible.**

Step 1: Chorally read the entire passage, questions, and answer choices with your student. Read with fluency and prosody at a 50th Percentile Rate for 50th Grade: 133-145 words per minute)

[Choral Reading Demonstration Video](#) (Stop at 1:45)

Step 2: Partner read the entire passage, including the questions and answer choices, with your student(s). You are partner 1, and your student(s) is partner 2. You alternate reading lines aloud. When it is not your turn to read, follow along with your finger as your partner reads.

[Partner Reading Demonstration Video](#)

Step 3: student(s) individually read the entire passage, questions, and answer choices. At this point, you can help them if they misread any words. When they have finished, allow them to answer the comprehension questions. For the next several Day 2's model how to go back in the text to identify where the answers are.

[Repeated Reading Demonstration Video](#) - for reference

Example Two Week Cycle

Day 1	Day 2	Day 1	Day 2	Day 1
New Passage: Step 1 Step 2	<i>Same</i> Passage: Step 3 Step 3 Answer Q's after student(s) read the passage twice	New Passage: Step 1 Step 2	<i>Same</i> Passage: Step 3 Step 3 Answer Q's after student(s) read the passage twice	New Passage: Step 1 Step 2

Day 2	Day 1	Day 2	Day 1	Day 2
<i>Same</i> Passage: Step 3 Step 3 Answer Q's after student(s) read the passage twice	New Passage: Step 1 Step 2	<i>Same</i> Passage: Step 3 Step 3 Answer Q's after student(s) read the passage twice	New Passage: Step 1 Step 2	<i>Same</i> Passage: Step 3 Step 3 Answer Q's after student(s) read the passage twice