

TeachTown Basics is an evidence-based blended learning curriculum designed for students who are developmental ages 2 - 10 and chronological ages 2 - 22. Through teacher-led and computer-assisted instruction, TeachTown Basics addresses functional skills and foundational academics across 6 domains: Adaptive Skills, Cognitive Skills, Language Development, English Language Arts (ELA), Mathematics and Social-Emotional Learning. Machine learning drives personalized instruction and automates data collection aligned to student IEPs and skill level.

RESEARCH OVERVIEW

Independent academic researchers have studied the effectiveness of *TeachTown Basics* for nearly 2 decades. From rigorous single-case designs in early childhood classrooms to studies of multiple schools with hundreds of student participants in large urban districts, all studies point to the same conclusion: ***TeachTown Basics works for students with moderate to severe disabilities.***

The Applied Behavior Analysis (ABA)-based curriculum drives measurable student growth across learning and development domains, resulting in a measurable and consistently positive impact for students with moderate to severe disabilities from early childhood through their transition years.

➤ Early Childhood Settings

Preschool age students consistently demonstrated improvement in positive social behaviors, appropriate language, generalization of skills, and early letter recognition.

➤ Primary Settings

Engagement with *TeachTown Basics* led students in large, urban districts to make gains in all domains of standardized assessments (such as the BDI-2, IED, and MAP), including receptive language, expressive language, perception and cognition, attention and memory, and basic reading and math skills.

➤ Secondary Settings

Students who consistently use *TeachTown Basics* demonstrated educationally meaningful gains in both reading and math.



STUDY OUTCOME HIGHLIGHTS

› Early Childhood Settings

In 3 separate early childhood studies, intervention with TeachTown Basics led students with autism and other developmental disorders to **improve social behaviors** and **appropriate language, generalize skills** and concepts learned, and **increase letter recognition**. Studies were conducted in preschool classrooms and other early childhood settings serving children with autism, intellectual disabilities, developmental disabilities, speech and language impairments, and other disabilities.

› Key Findings

In a **special education preschool classroom** in **Boston, MA** students demonstrated between 75% - 100% generalization of skills and concepts in the classroom 2 weeks following *TeachTown Basics* instruction, as well as significant age equivalency gains in attention and listening skills.

In an **inclusive preschool classroom** in a **small urban district**, 4 out of 6 of students using *TeachTown Basics* showed improvement in letter recognition and identification compared to their peers who participated in traditional teaching activities.

In a home-based study with **preschool-aged students** with autism and developmental disabilities, *TeachTown Basics* engagement led to improvements in appropriate language and positive social behavior, including affect with parent/caregiver and looking to adult.

STUDY OUTCOME HIGHLIGHTS

» Primary Setting

After months-long interventions with *TeachTown Basics*, students in elementary school showed statistically significant and educationally meaningful gains in functional skills and basic reading and math skills.

» Key Findings

A **3-month study** in a high-poverty, urban district in Arizona showed students who used *TeachTown Basics* **exceeded growth estimates** on the **Measures of Academic Progress (MAP)** compared to similar students in their normative group across the nation.

- Average growth for *TeachTown Basics* students was at the 73rd percentile in reading and 66th percentile in math.
- By the end of the school year, 100% of students were able to attend general education special area classes for 10-90% of the school day.

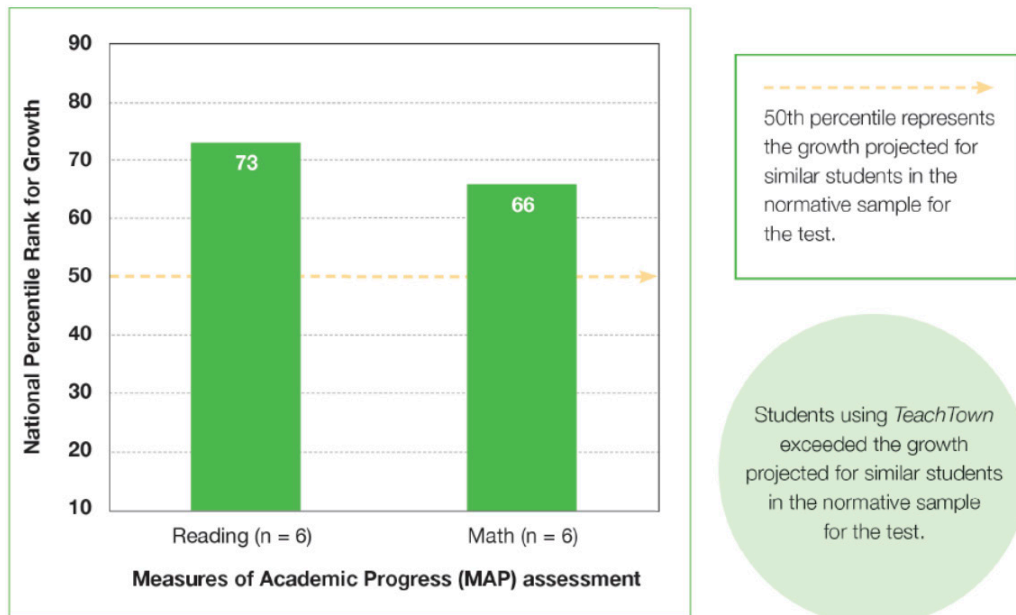


Figure 1. Measures of Academic Progress (MAP) national percentile rank for growth shown by students using *TeachTown Basics* and *TeachTown Elementary Social Skills*.

STUDY OUTCOME HIGHLIGHTS

➤ Primary Setting

- **A 7-month study** in Texas of students with autism, intellectual disabilities, speech and language impairments, and developmental disabilities showed **statistically significant gains** in 7 out of 10 skill areas on the **Brigance Inventory of Early Development (IED)**.
 - Students who used *TeachTown Basics* caught up to their higher-functioning peers on the daily living skills and surpassed their peers on the expressive language skills on the IED.
 - Students with non-autism spectrum disorder (ASD) disabilities showed the same amount of growth in 9 out of 10 tested domains as students with ASD.

- **A 9-month study** in North Carolina of students identified as low-income and at-risk for school failure showed **gains in every domain** on the **Battelle Developmental Inventory (BDI-2)**. Students who used *TeachTown Basics* for at least 10 minutes per day (30 hours per academic year) showed greater age equivalent gains on the BDI-2 compared to their peers who used the program for less than 10 minutes per day.

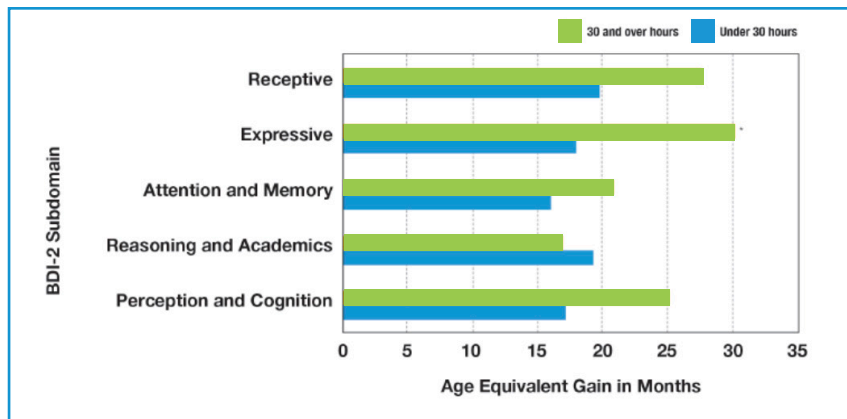


Figure 2. BBDI-2 age equivalent gains for students who used *TeachTown Basics* for more than 30 hours and for students who used the program for 30 hours or less during the academic year (n = 42).

➤ Secondary Setting

After 6 months of instruction, students with autism and other developmental disorders through young adulthood showed improvement in both reading and math on the **Assessment of Basic Language and Learning Skills-Revised (ABLLS-R)**, along with a general interest in and satisfaction of the program.

CONCLUSION

The impact of *TeachTown Basics* on student learning and development is consistent and positive. Across developmental and chronological age, students who engage with *TeachTown Basics* demonstrate greater gains compared to their similarly-abled peers.

An internal review of student usage and progress for nearly 9,000 *TeachTown Basics* students across 355 school districts in 41 states and 4 provinces confirmed the program's increased effectiveness with increased time spent: the more time students spend learning with *TeachTown Basics*, the more concepts and skills they master.

From rigorous single-case designs in early childhood classrooms to large evaluations of multiple schools with hundreds of student participants, all studies point to the same conclusion: ***TeachTown Basics* works for students with moderate to severe disabilities.**