The Institute for Effective Education is a non-profit corporation that operates programs for individuals with unique learning needs. Coleman Preparatory School is TIEE's private-tuition school for children who are growing at normal or above-normal rates. Three State-certified non-public schools, Children's Workshop, the Marjorie Cook Education Center, and the Urban Skills Center, serve students with learning and behavioral disabilities on contract with local school districts. The non-public school option is part of the continuum of services provided for in public law and is available for students who are not able to be served by the public schools. Regular and special education programs utilize research-validated educational practices and are under the direction of Dr. Suzanne Fitch.

The Center for Childhood Behavior Problems, under the direction of Dr. Barbara Lounsbury, is TIEE's comprehensive medical and educational program for families with children who are displaying any of a variety of childhood learning and behavior problems, including attention deficit disorder (ADD), pervasive developmental delay (PDD) and conduct disorders. Problems leading to school failure are a very common reason for referral. The Center offers complete medical and educational evaluations and treatment, emphasizing effective educational practices in tutoring and training.

The Master Workshop Series, a component of TIEE's professional training program, brings to San Diego behavioral science researchers and other human service professionals whose research-based practices are likely to be of assistance to local professionals. The professional training program also provides workshops and consulting to schools, agencies and private individuals concerning "best educational practices."
Introduction to Behavioral Fluency
Dr. Carl Binder

Presenter
Dr. Carl Binder has been a leader in instructional design and human performance technology for over 25 years, and is especially known for his development of fluency-based performance systems, and pioneering work in Precision Teaching for multiple populations. He publishes and speaks to diverse audiences and provides strategic performance consulting to private and public sector organizations. Check his firm’s web site (www.Binder-Riha.com) for additional information.

In this packet
This packet of handouts contains materials you’ll use in the workshop as well as tools you might want to try on your own plus some reference articles. The order of the materials (they do NOT have consecutive page numbers) is:

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<th>Item</th>
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Fluency Reference List


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Behavioral Fluency - An Introduction

Behavioral Fluency: An Introduction

Dr. Carl Binder
Binder Riha Associates
2300 Bethards Drive, Suite G
Santa Rosa, CA 95405
1-800-FLUENCY
www.Binder-Riha.com

Agenda

- Introduction and Background: Mine and Yours
- What is Behavioral Fluency? Why do We Care?
- History and Applications
- Fluency Blockers and Fluency Builders
- Improving Materials and Procedures
- Endurance and Attention Span
- Component/Composite Analysis and Design
- Learning Channels
- Fluency Aims
- Assessment Concepts and Tools
- Discussion and Wrap-Up

What is Behavioral Fluency?

- You will have exactly 1 minute.
- Write (abbreviate) as many words or phrases as you can think of in association with this term.

Kindly don't start......

...until I say....

“Please begin!”

Fluency: The Definition of Mastery

Fluency = Accuracy + Speed
= Quality + Pace
= Doing the Right Thing without Hesitation
= Automatic or “Second Nature” Response
= True Mastery

Fluency - Automaticity “Behavioral” or “Cognitive”

Time and Behavior

You can take behavior out of time...
but you can’t take the time out of behavior.

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Behavioral Fluency - An Introduction

Levels of Performance

- Fluency (True Mastery: accuracy + speed)
  - Practice makes the difference!
- 100% accuracy (traditional "mastery")
- Beginner's level (inaccurate and slow)
- Incompetence (no measurable performance)

100% Correct: An Arbitrary Ceiling

"Overlearning"

Percent correct is NOT a measure of performance.

Fluency Measurement: NO Arbitrary Ceiling

The only upper limits are physiological or environmental.

Count per minute is a true measure of performance.

Michael Jordan on Practice

"If you want to get better at anything, you have to practice. There's no other way to do it. For me practicing is fun. I enjoy improving myself, and I enjoy developing new skills."

Michael Jordan, 1991
Television Spot

Research on Fluency

- Retention and maintenance of skills and knowledge
- Endurance, attention span, resistance to distraction
- Application or transfer of training on the job and in subsequent learning

REAPS: An Empirical Challenge

Retention - Endurance - Application
Performance
Standards

We must identify performance standards that optimally support these critical learning outcomes.
Behavioral Fluency - An Introduction

Sample Results: Precision Teaching Project - 4th Grade

Design for Stages of Learning

Instruction, Practice, Application

Fluency Blockers and Fluency Builders

Measurement

Procedures

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Behavioral Fluency - An Introduction

Errors as Learning Opportunities

"You fall a thousand times. You don't learn anything if you don't fall."
Scott Hamilton
Champion Figure Skater
1998 Olympics, Nagano
TV Commentary

Materials

Fluency Blockers | Fluency Builders
---|---
Materials with too few examples. | Many examples.
Materials that are difficult to use, wastepaper, etc. | Easy-to-manipulate or use, efficient use of paper and space.
Unnecessarily wordy worksheets or instructions. | Succint worksheets and instructions.
Difficult-to-read materials or difficult-to-use interface. | Easy-to-read and comprehensible, and use.

Skills

| Fluency Blockers | Fluency Builders |
---|---
Critical steps in procedures or chained skills that are not fluent. | Fluent steps in procedures.
Prerequisite skills or skill elements that are not fluent. | Fluent prerequisite skills or elements.

Knowledge

| Fluency Blockers | Fluency Builders |
---|---
Prerequisite knowledge that is not "second nature" or fluent. | Fluent prerequisite knowledge (facts, concepts, structures, principles, classifications, or processes).
Inability to fluently locate critical information. | Ability to use reference systems or job aids fluently, automatically.

Behavior Components and Composites

- Links and Chains
- Discriminations and skilled movements
- Coordinated movements
- Elements of associations or "stimulus equivalence"
- Terminology
  - Part / Whole
  - Tool Skill / Basic Skill
  - Element / Compound
  - Component / Composite

Ray Charles on Practice

ROBERT SIEGEL: You practice a lot?
RAY CHARLES: Whenever I can. I don't -- I don't practice as much as I would like, because I'm not around the rink all the time. But I try to, you know, try to practice a little bit every day for the most part.

ROBERT SIEGEL: And when you practice, I mean, do you practice the same that you'll be playing at the next concert?
RAY CHARLES: Oh, no, no, no, no, no, no, no, no, no, no,...

ROBERT SIEGEL: I guess the answer is no, you're expecting?
RAY CHARLES: Yes. Yes. I practice things like scales and chords and movement of my hands and things like that, because, I mean, I -- what I'm going to play at the concert, I don't know. What I'm practicing for is to try to improve what I might play, you know. You just practice. I mean you gotta keep your fingers loose, you gotta keep your mind active, you know, because what your mind think of -- what you think of, can your fingers play it?

ROBERT SIEGEL: Right. Interview on National Public Radio Celebrating Ray Charles 50 years in recording September 21, 1997

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Behavioral Fluency - An Introduction

Components in Music Instruction

"A lot of kids have the idea they're going to get on the instrument and are magically going to be able to play it. Then they get an instrument, can't play, get frustrated and drop it."

She starts her fourth grade beginning players off not with instruments, but with three weeks of music reading and theory.

"I like to get them comfortable with the language first. If you put lines and spaces (the musical staff) in front of them and tell them what to do with their fingers at the same time, it's too much for them. There's so much going on when you're learning how to play any instrument."

Beverly Berens-Stohl, music teacher
Santa Rosa Press Democrat, 9/29/98

Excessive practice durations prior to fluency can.....

- suppress performance levels
- increase errors, negative thoughts and feelings, resistant behavior, etc., and
- slow down learning.

Where did cramming ever get you? (.....after the exam?)

What's Wrong with "Drill and Practice"?

Reasons traditional "drill & practice" fails:
- lacks explicit fluency criterion as goal
- long durations stretch endurance and attention
- often the "chunks" are too big

Reasons well engineered practice succeeds:
- explicit time-based goal for practice
- brief durations allow peak performance
- builds fluent elements before application

The Rehabilitation of Practice
Behavioral Fluency - An Introduction

From Objectives to Procedures

Learning Channel Matrix

<table>
<thead>
<tr>
<th>OUT</th>
<th>SAY</th>
<th>WRITE</th>
<th>ABBREVIATE</th>
<th>TYPE</th>
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<th>DO...</th>
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<tbody>
<tr>
<td>IN</td>
<td>SEE</td>
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<td>TASTE</td>
<td>HEAR</td>
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</tbody>
</table>

Learning Channel Examples

- SEE/SAY practice cards
- SEE/SAY practice sheets
- SEE/WRITE practice sheets
- SEE/MARK practice sheets
- HEAR/SAY Q & A
- HEAR-SEE/SAY fluency aids
- HEAR/DO follow directions
- FREE/SAY talk about a topic

Support Channels

- Show
- Tell
- Guide
- Nudge

Combination Channels

- Primary channels (examples)
  - See+Hear/Say (e.g., object recognition)
  - See+Hear/Do (e.g., motor imitation)
- With Support channels (examples)
  - Guide+Hear/Do (e.g., gross motor elements)
  - Show+Hear/Do (e.g., teaching with a model)
  - Tell+See/Do (e.g., teaching computer use)
  - Nudge+See/Do (e.g., sort objects)

Why Use Learning Channels?

- Takes ambiguity out of objectives.
- Simplifies design of practice tasks.
- Organizes objectives by channel sets.
- Simplifies analysis of fluency trade-offs.
- Suggests generic fluency standards.
- Aids in diagnostic assessment.
Behavioral Fluency - An Introduction

Measuring Fluency

**Accuracy plus...**
- **Duration:** how long it takes to produce one
- **Latency:** how long from prompt to response
- **Rate or Frequency:** how many per unit time, or
- **Comparative:** pace compared to a standard.

Examples of Fluent Performance

- Banjo Picking: 1200 to 3000 notes per minute
- Writing Digits: 140 to 160 characters per minute
- Speaking on a topic: 110 to 170 words per minute (or "at the same pace you'd speak about your hobby.")
- Arithmetic: 60 to 110 computations per minute
- Keyboarding: 60 to 90 words per minute
- Multiple choice test items: 15 to 20 items per minute
- Brainstorming: 20 to 30+ ideas per minute
- Playing a tune: at a sufficient pace to elicit enjoyment

Setting Aims - Fluency Standards

- Repeated timings with "competent" sample (for some behaviors, no one is "competent.")
- Set aims, and see if they work - raise as needed
- Use generic aims for different channel sets
- Calculate ratios among component/composite frequencies to identify ceilings and set aims.
- Conduct more systematic curriculum-specific research (potentially hundreds of studies)
- In some cases, "timing" may be comparative pace - e.g., "speaking fluently about........"

Fluency-based Assessment Ideas

- Collect REAPS data on all key pinpoints (objectives)
- Compare performance w/ REAPS (NOT class avg.)
- ID components that limit fluidity on composites
- Look for biggest Deficit Ratios to remediate
- Check across learning channels (e.g., S/W vs. S/S)
- Use time-based measures across disciplines
- Use monthly screenings to track groups
- Use 7-10 day screenings to assess learning rates

Parameters for Effective Practice

- High Aims: use REAPS to set high expectations
- Chunk size: complexity of the behavior unit(s)
- Curriculum slice: number of different behavior units
- Practice session duration: build fluency before endurance (sometimes 30 seconds can be too long)
- Total practice time: to achieve fluency in limited time, limit chunks and curriculum slices
- How often and when: periodic is better than massed practice ("cramming")

Fluency Across Curriculum Domains

- "Academic" skills - PT worksheets
- Fine/gross motor - PT and OT behaviors
- Self-care - components of dressing, etc.
- Vocational skills - components of assembly
- Athletics - free throws, martial arts
- "Soft" skills - matching customer affect
- Spoken knowledge - professional talk
- Music - chords, scales, riffs

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Figure 1. Frequency comparisons on some components and prerequisites of elementary skills.
(Based on an unpublished pilot study conducted by Frances George and Deborah Pease)
Accuracy comparisons on some components and prerequisites of elementary skills.
(Based on an unpublished pilot study conducted by Frances George and Deborah Pease)
Match the Cities to Their States

When the 30-second timing begins, check (√) the state in which each city is located.

Please do not turn the page until the moment you begin.

© 1989 Carl Binder
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Fluency Test – Fluency Facts

When the 90-second timing begins, check ( √ ) the one best response for each item, completing as many as possible in the allotted time. Skipping is okay.

Please do not turn the page until the moment you begin.
1. Fluency =
   accuracy plus quality
   correctness plus confidence
   accuracy plus speed
   pace plus accuracy

2. Fluency feelings include:
   fun and confidence
   irritation
   endurance
   hesitation and certainty

3. The second stage of learning is:
   Establish accuracy
   Develop new patterns
   Combine and apply
   Practice for fluency

4. NOT a measure of performance:
   count of behavior or outputs
   percentage correct
   duration of behavior
   count per minute

4. A potential fluency blocker:
   time-based measures
   too many response opps
   efficient job aids
   focus on correcting errors

5. Key to achieving fluency is:
   accuracy
   adult learning principles
   practice
   better compensation

6. Learning with fluency-based methods can be _______ faster
   than with conventional methods:

   50%
   as much as 2 times
   2 to 5 times
   20 to 30 times

7. Formula for opportunity multiplier:
   \[
   OPM_A + OPM_B \\
   OPM_A \times OPM_B \\
   OPM_A + OPM_B \\
   OPM_A - OPM_B
   \]

8. A potential fluency blocker:
   easy-to-use materials
   opportunity multipliers
   time-based practice
   non-fluent skill elements

9. Learning channel for oral reading:
   Hear/Mark
   Hear/Say
   See/Say
   Free/Say

10. The best fluency development is:
    self-measured
    based on programmed texts
    computer-based
    designed by performers

11. Fluency measure for repeated actions or components:
    percentage correct plus time
    reaction time for each one
    count per minute
    duration of performance

12. Fluency bridges the gap between:
    learning and performance
    accuracy and speed
    Minneapolis and St. Paul
    opportunity and success

13. Another phrase for fluency:
    cut to the chase
    learning opportunities
    knowing by heart
    all you need to do
### 14 Feature(s) of endurance:

- high distractibility
- stability and duration
- accuracy without speed
- rapid acceleration

### 15 Most training programs have too high a proportion of:

- practice
- participant activity
- new learning
- measurement

### 16 Fluency practice goals are called:

- learning criteria
- performance criteria
- benchmarks
- aims

### 17 To build fluency, learners must be able to:

- study a lot
- move at their own pace
- look up answers
- work with experts

### 18 Cognitive science term for fluency:

- information accessibility
- cognitive dissonance
- automaticity
- second nature knowledge

### 19 Performance can be

- higher with fluency-based learning.

- 5 to 10 times
- 1 to 2 times
- 50%
- 10% to 20%

### 20 Most training results can be improved by increasing:

- initial learning
- application
- practice
- study

### 21 Another term for errors:

- learning opportunities
- response opportunities
- calculated risks
- fluency blockers

### 22 Dimensions of performance measurement:

- quality and accuracy
- count and time
- intensity and volume
- trend and level

### 23 Stretching endurance before building fluency can cause:

- unpleasant feelings
- distractibility
- lower performance
- all of the above

### 24 Major advantage of written or typed responses:

- leave permanent products
- faster than talking
- produce better learning
- familiarity

### 25 Fluency measure for “talking about a topic”:

- words per minute
- how long one can talk
- normal confident pace
- voice quality and intensity

### 26 Makes learning objectives as concrete and specific as possible:

- Evaluation Planner
- Six Boxes™ Form
- Implementation Planner
- Learning Channel Matrix

### 27 Measure of instructional efficiency:

- opportunities per minute
- time to criterion
- opportunity multiplier
- level of performance achieved
Fluency = Accuracy + *Speed* = True Mastery

<table>
<thead>
<tr>
<th>Fluency Blockers</th>
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<td>Measurement procedures with too few response opportunities for the allotted time.</td>
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<td><strong>Procedures</strong></td>
<td>Too few practice opportunities.</td>
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<td>Preventing learners from moving at their own pace.</td>
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<td>Limited response opportunities per minute.</td>
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<td>Critical steps in procedures or chained skills that are not fluent.</td>
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<td>“Tool” skills or elements that are not fluent.</td>
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<td><strong>Knowledge Elements</strong></td>
<td>Prerequisite knowledge that is not “second nature” or fluent.</td>
</tr>
<tr>
<td></td>
<td>Inability to fluently locate critical information.</td>
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</tbody>
</table>

For more information about the FluencyBuilding™ methodology, including published articles and research reviews, or to discuss on-site workshops for your organization, call 1-800-FLUENCY (358-3629) or visit www.Binder-Riha.com.

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Learning Channel: ___________________  Performance Statement: __________________________

Consultant - Analyst: ___________________  Organization: ___________________  Date: ______

<table>
<thead>
<tr>
<th>Category / Criteria</th>
<th>Practice Parameters / Improvements</th>
</tr>
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<tbody>
<tr>
<td><strong>Measurement</strong>: accuracy + speed</td>
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<tr>
<td>- Time dimension?</td>
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<td>- Responses fill timing period?</td>
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<td>(don't &quot;run out&quot;)</td>
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<tr>
<td>- Doesn't stretch endurance?</td>
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<tr>
<td><strong>Procedures</strong></td>
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<td>- Many opportunities?</td>
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<td>- Self-paced?</td>
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<td>- Many opportunities per time unit?</td>
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<td>- Minimizes error slow-down?</td>
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<tr>
<td><strong>Materials - Environment</strong></td>
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<tr>
<td>- Many examples?</td>
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<td>- Easy to use / good ergonomics?</td>
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<tr>
<td>- Clear effective directions?</td>
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<tr>
<td>- Easy to read / comprehend?</td>
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<tr>
<td><strong>Skill Elements</strong></td>
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<tr>
<td>- Fluent steps / components?</td>
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<td>- Fluent tool skills?</td>
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<tr>
<td><strong>Knowledge Elements</strong></td>
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<tr>
<td>- Fluent discriminations?</td>
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<tr>
<td>- Fluent verbal prerequisites?</td>
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<tr>
<td>- Fluent access to critical job aids, information / reference systems?</td>
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# Learning Channel Matrix

**Skill or Knowledge Area:** ______________________  **Designer:** ______________________  **Date:** ________

<table>
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<tr>
<th></th>
<th>Sniff (Sn)</th>
<th>Touch (To)</th>
<th>Taste (Ta)</th>
<th>See (S)</th>
<th>Hear (H)</th>
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<td>Think</td>
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<tr>
<td>Feel</td>
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<td></td>
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</tbody>
</table>

©1998 Binder Riha Associates
Various and Sundry Objectives

1. Given a PC with MS Word loaded, open a file named TEST.DOC.
2. Respond to sales objections about new products and services.
3. Select the appropriate features to stress with each of three market segments.
4. Write answers to sums of three-digit numbers.
5. Identify the causes of inadequate water supply conditions.
6. Determine if fire walls and partitions are required in the building design.
7. Given a particular operation to be performed, select the appropriate special protection system.
8. Match 11-digit codes on a form 8809 to categories listed on a computer screen.
9. Replace passive verbs and phrases with active ones.
10. Completely fill out a form 70 reimbursement voucher.
11. Insert a lag bolt into its fitting and screw it down tightly.
12. Discriminate between correctly and incorrectly formed Hebrew characters.
13. Compute the correct gas pressure for each set of parameters.
14. Generate as many reasons for participating in the program as you can.
15. Remember each person's name, in a group of 20, after being introduced once.
16. Describe the benefits corresponding to each feature of the system.
17. Given a copy of Wordperfect on a PC and typed copy, load the program and enter the copy.
18. Be able to talk knowledgeably about consumer loans and credit lines.
19. Adjust all settings so that the turbine runs at peak efficiency.
20. Specify the correct mix of solution A and solution B to produce a given pH value.
<table>
<thead>
<tr>
<th>L. Channel</th>
<th>Performance Statement</th>
<th>L. Channel</th>
<th>Performance Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assembly</td>
<td>Assemble furniture using printed instruction sheet</td>
<td>Answer</td>
<td>Answer questions on phone using online help screen</td>
</tr>
<tr>
<td>Reading</td>
<td>Read stories aloud</td>
<td>Adjust</td>
<td>Adjust seasoning in soup to desired spiciness</td>
</tr>
<tr>
<td>Transcribing</td>
<td>Transcribe court proceedings</td>
<td>Put on</td>
<td>Put on shirt with physical help</td>
</tr>
<tr>
<td>Speaking</td>
<td>Say “Hello” and “Goodbye” to people at school</td>
<td>Point to</td>
<td>Point to printed word to match spoken word</td>
</tr>
<tr>
<td>Writing</td>
<td>Answer multiple choice test</td>
<td>Jot down</td>
<td>Jot down ideas from brainstorming session</td>
</tr>
<tr>
<td>Speaking</td>
<td>Say answers to flashcards</td>
<td>Fill out</td>
<td>Fill out online order form</td>
</tr>
<tr>
<td>Performing</td>
<td>Perform push-ups without coaching</td>
<td>Smell</td>
<td>Smell shirt to decide whether to wear it again</td>
</tr>
<tr>
<td>Listening</td>
<td>Come up stairs when asked</td>
<td>Follow</td>
<td>Follow map to desired location</td>
</tr>
<tr>
<td>Writing</td>
<td>Write in diary</td>
<td>Write</td>
<td>Write answers to math problems</td>
</tr>
<tr>
<td>Writing</td>
<td>Write answers to reading comprehension questions</td>
<td>Insert</td>
<td>Insert screws into sub-assembly on production line</td>
</tr>
<tr>
<td>Speaking</td>
<td>Respond to sales objections from customer</td>
<td>Type letter</td>
<td>Type letter from notes</td>
</tr>
<tr>
<td>Correcting</td>
<td>Correct grammatical errors on practice sheet</td>
<td>Find</td>
<td>Find grammatical errors on practice sheet</td>
</tr>
<tr>
<td>Writing</td>
<td>Compose letter to friend</td>
<td>Sand</td>
<td>Sand wooden table until smooth</td>
</tr>
<tr>
<td>Doing</td>
<td>Do jumping-jacks following leader</td>
<td>Doe jumping</td>
<td>Doe jumping jacks following leader (sight disabled)</td>
</tr>
<tr>
<td>Correcting</td>
<td>Complete computerized multiple choice test</td>
<td>Use job aid to diagnose shop equipment</td>
<td></td>
</tr>
<tr>
<td>Using</td>
<td>Use overhead transparencies to give presentation</td>
<td>Write</td>
<td>Write spelling words from dictation</td>
</tr>
<tr>
<td>Checking</td>
<td>Check dampness of soil to add water</td>
<td>Say answers to math problems when asked</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>Vocally spell words from pictures</td>
<td>Select</td>
<td>Select cologne for birthday gift using samplers</td>
</tr>
<tr>
<td>Following</td>
<td>Follow commands of drill sergeant</td>
<td>Say key</td>
<td>Say key points for speech while driving to event</td>
</tr>
<tr>
<td>Using</td>
<td>Use pincer grasp to pick up dominos</td>
<td>Sort</td>
<td>Sort colored shapes into cans</td>
</tr>
</tbody>
</table>

See/Abbreviate Learning Channels © 02/99 Binder Riha Associates FluencyBuilding™ Workshop www.Binder-Riha.com 1-800-FLUENCY
<table>
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<tr>
<th>L. Channel</th>
<th>Performance Statement</th>
<th>L. Channel</th>
<th>Performance Statement</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Compose draft of speech on PC</td>
<td>Turn head back and forth with brief physical prompt</td>
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<tr>
<td></td>
<td>Navigate kitchen in the dark</td>
<td>Select menu item on screen to access customer data</td>
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<tr>
<td></td>
<td>Place folder in alphabetized filing cabinet</td>
<td>Pick damaged items from production line</td>
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<tr>
<td></td>
<td>Check off best answers on questionnaire</td>
<td>Imitate physical gesture shown by teacher</td>
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<tr>
<td></td>
<td>Name objects in room</td>
<td>Assemble puzzle with verbal prompts, as needed</td>
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<tr>
<td></td>
<td>Set dial to standard temperature</td>
<td>Adjust valve when asked by supervisor</td>
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<tr>
<td></td>
<td>Underline verbs in sentences</td>
<td>Pick up requested items from a set when asked</td>
<td></td>
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<tr>
<td></td>
<td>Check pilot flame after noticing odor</td>
<td>Select best red wine from finalists</td>
<td></td>
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<tr>
<td></td>
<td>Respond with empathy to upset customer caller</td>
<td>Punch in code at cash machine using Braille</td>
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<tr>
<td></td>
<td>Say separate sounds in nonsense words on sheet</td>
<td>Deliver brief presentation from memory</td>
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<tr>
<td></td>
<td>Say alphabet forward and backward</td>
<td>Spell words from dictation</td>
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<td></td>
<td>Play piano from sheet music</td>
<td>Perform dance on stage</td>
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<td></td>
<td>Grasp and release squeeze ball</td>
<td>Insert screwdriver into screw head</td>
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<tr>
<td></td>
<td>Throw Frisbee® to friend on lawn</td>
<td>Enter appointment on wall calendar</td>
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<tr>
<td></td>
<td>Compose BASIC computer program from flow chart</td>
<td>Write learning channels for performance statements</td>
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<tr>
<td></td>
<td>Check own face in dark to see if a shave is needed</td>
<td>Read silently</td>
<td></td>
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<tr>
<td></td>
<td>Take steps on balance beam</td>
<td>Run 1000 meter race</td>
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<tr>
<td></td>
<td>Shoot free throws</td>
<td>Select screen in system based on caller's problem</td>
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<tr>
<td></td>
<td>Jot down as many thoughts as possible on a topic</td>
<td>Read ideas to group on own list from brainstorm</td>
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<tr>
<td></td>
<td>Dial best friend’s telephone number</td>
<td>Move arm through range of motion with help</td>
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</tr>
<tr>
<td>Name</td>
<td>Date</td>
<td>Count: correct</td>
<td>error</td>
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**ADDITION FACTS - Answers 0-10 - Vertical**

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Learning Success Practice Sheet

1. See/say do direction of arrow
2. Time for 10 seconds, 30 seconds or 1 minute
3. Use "Please begin" to start all timings.

Please Recycle

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