

# Opportunity Multipliers and Rapid Recall

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**Fluency** Fluency is *accuracy plus speed*, or *doing the right thing without hesitation*. It is sometimes called *unconscious competence* or *automaticity*.

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**Fluency ROI** Achieving fluent performance results in *better retention and maintenance* of learning, *improved endurance and resistance to distraction*, and *greater application or transfer of training*. These learning outcomes all contribute directly to ROI for performance improvement investments.

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**Practice is active responding** We only achieve fluency through *practice*, in conjunction with environments that ergonomically support smooth, efficient responding.

Practice is *active responding*, actually *doing* something over and over again to achieve more efficient, confident, masterful performance.

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**Multiplying response opportunities** Much of fluency-based learning design is about *multiplying opportunities for active responding* so that individuals can learn faster and achieve higher levels of performance, i.e., *fluent* performance. For example, if we can provide individuals with ten opportunities to respond in a period of time, rather than merely one, we have found an *opportunity multiplier* of x10.

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**Rapid Recall: Example of an opportunity multiplier** In a typical classroom, the instructor might suggest a topic for discussion, e.g., “fluency.” A typical group discussion would allow one person to speak at a time for perhaps half a minute. That’s 2 per minute active responses in the room. Using Rapid Recall multiplies responding by x10 to x100 or more:

1. Before sharing, each person spends 1 minute jotting down (abbreviating) as many ideas, responses, or relevant phrases as possible (usually 3 to 15 per minute in the beginning, 25-35 per minute or more for experts on a topic).
  2. Group then shares ideas/responses. *Result: x10 - x100 more opportunities.*
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**Rapid Recall on “fluency”** Here are the words and phrases I jotted down (abbreviated) in a minute:

<i>accuracy plus speed</i>	<i>confidence</i>	<i>fun</i>
<i>active responding</i>	<i>retention</i>	<i>endurance</i>
<i>application</i>	<i>automaticity</i>	<i>ROI</i>
<i>second stage learning</i>	<i>smooth</i>	<i>improvisation</i>
<i>easy</i>	<i>skilled</i>	<i>masterful</i>
<i>true mastery</i>	<i>better results</i>	<i>gap in most programs</i>
<i>research based</i>	<i>games</i>	<i>sports</i>
<i>musical performance</i>	<i>time dimension</i>	<i>pace and quality</i>
<i>knowing by heart</i>	<i>competence</i>	<i>attention span</i>
<i>practice</i>	<i>ease of use</i>	<i>exemplary</i>

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Fluency = Accuracy + *Speed* = True Mastery

Category	Fluency Blockers	Fluency Builders
<b>Measurement</b>	<p>Measurement procedures that ignore the time dimension.</p> <p>Measurement procedures with too few response opportunities for the allotted time.</p>	<p>Time-based performance measurement and evaluation.</p> <p>More response opportunities than an expert can complete in the time allowed.</p>
<b>Procedures</b>	<p>Too few practice opportunities.</p> <p>Preventing learners from moving at their own pace.</p> <p>Limited response opportunities per minute.</p> <p>Emphasis on preventing errors during learning.</p>	<p>Sufficient practice to attain fluency.</p> <p>Self-paced learning and practice procedures.</p> <p>Many opportunities per minute for active responding.</p> <p>Treating errors as “learning opportunities.”</p>
<b>Materials</b>	<p>Too few examples.</p> <p>Materials that are difficult to use, waste paper, movement, etc.</p> <p>Unnecessarily wordy worksheets and directions.</p> <p>Difficult-to-read and comprehend.</p>	<p>Many examples.</p> <p>Easy-to-manipulate or use, efficient use of paper, space and movement.</p> <p>Succinct worksheets and directions.</p> <p>Easy-to-read and comprehend.</p>
<b>Skill Elements</b>	<p>Critical steps in procedures or chained skills that are not fluent.</p> <p>“Tool” skills or elements that are not fluent.</p>	<p>Fluent steps in procedures.</p> <p>Fluent “tool” skills or elements.</p>
<b>Knowledge Elements</b>	<p>Prerequisite knowledge that is not “second nature” or fluent.</p> <p>Inability to fluently locate critical information.</p>	<p>Fluent prerequisite knowledge (facts, concepts, structures, principles, classifications or processes.)</p> <p>Ability to use reference systems or job aids fluently, confidently.</p>

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](http://www.Binder-Riha.com).