

# **Measuring Fluency: Quick Tricks**

ISPI 2000 – Cracker Barrel Session

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## Terminology

Some terms we'll use:

- **Free/Abbreviate and Share:** Refers to a quick exercise for capturing the ideas, comments, recalled details, or other types of “thinking” behavior from participants. Give an instruction such as “Jot down as many ideas about XXX as you can in a minute. Abbreviate them so the writing doesn’t slow you down.,” and then give a one minute time interval. At the end of the minute, use the count of ideas to measure performance (which can be compared to a later sample of the same behavior), and share the ideas on a flip chart with comments and discussion.
  - **Behavior Snapshot:** A single brief timing in which you ask an individual or group to perform a skill as rapidly as possible. Capture performance measures by calculating count per minute of completed behaviors or outputs. Often done for 15 or 30 seconds, or 1 minute, depending on the purpose.
  - **Sprint:** A very brief practice and measurement interval, usually 10 or 15 seconds. Allows for peak performance without stretching endurance.
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## Standard unit for fluency measurement

**Count per minute:** Whether you measure for 10 seconds or an hour, reducing all measures to count per minute – count divided by minutes – (plus an indication of the actual duration of the count) allows us to compare measures of any behavior or accomplishment with any other in a standard way.

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## Learning channels

A quick, unambiguous way to describe performance for FluencyBuilding™ activities. Here are some definitions and examples:

- **Inputs**(stimulus modalities): *SEE, HEAR, SNIFF, TOUCH, TASTE, and FREE* (no prompt or stimulus for each behavior).
- **Outputs** (response modalities): examples include *WRITE, ABBREVIATE, MARK, SAY, TOUCH, TYPE, CLICK, and DO* (requires more detail).

### Examples of Learning Channels (INPUT/OUTPUT)

**SEE/SAY:** read words from page, name people in pictures, say customer account information from screen, say answers to flash cards, etc.

**HEAR/SAY:** answer questions about a topic, respond to customer objection on phone, translate spoken word into Spanish, etc.

**SEE/MARK:** mark items on multiple choice test, complete checklist, identify examples and non-examples on sheet, etc.

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## Measuring Fluency: Quick Tricks, Continued

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### Learning channels (continued)

- HEAR/TYPE:** complete forms online while speaking with customer.
- SEE•HEAR/SAY:** answer questions from customer while viewing computer screen (combines two inputs)
- SEE/DO:** repair equipment using printed manual.
- FREE/ABBREVIATE:** jot down ideas, answers, questions or other items from memory without outside prompting for each item.

**Note:** Any combination of inputs and outputs is possible, and by using this concrete language it is easier to design procedures, materials, and measures.

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### Standard Chart

The Standard Celeration Chart (aka *Standard Behavior Chart* or *Standard Change Chart*) is the best tool for recording and monitoring performance in FluencyBuilding programs.

The chart is available from Behavior Research Company, Box 3051 Kansas City, KS 66103-3351 Fax (913)362-5900. You can also order a version of the chart from [www.Sopriswest.com](http://www.Sopriswest.com), item number W16BC.

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### The Chart: up the left

“The numbers on the left that start with **1** tell you what to count by and what to count from.”

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### Estimating fluency standards

You can often use snapshots to estimate fluency ranges with a population that is well-practiced (“expert”) on a particular skill. We’ll do some timings to demonstrate this during the cracker barrel session.

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### Spread is a good indicator

Conducting a snapshot with a half dozen or so people thought to be competent will provide a lot of information, especially if charted on the Standard Chart (which visually emphasizes ratios between measures, and proportional growth over time).

The spread of a set of performance measures collected in this way can provide a good hint as to whether the measures represent fluency on a well-practiced skill. If the spread between the top performance and the lowest in the group is a ratio of *x2.0 or less*, then it’s likely you have a homogeneous group of competent individuals. If the range is greater than that, and especially if the top one or two measures fall considerably above the others, then probably no one is fluent.

We’ll try a few snapshots....

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