Diagraming Learning Streams

Overview	• Graphics programs gobble time, so this keyboard character method will save you time diagraming multiple channel learning streams.

Diagraming Rules

- Type each channel on its own line of type
- Use **initial caps** on the **verbs** to make stages easier to see in sentences
- Use **then** between sequential stages performed one after the other
- Use **as** between parallel stages performed at once
- Make **channel lines** with under score ___
- Link **joining** channel lines with fore slash /
- Link **branching** channel lines with back slash \
- Link **parallel** channel lines with the vertical bar |
- Show **continues on next line** with greater than >
- Show **end** of sentence or diagram with a period .

3 stage 1 channel stream

- Learning object names
- Verbs: **See-Say-Press**
- Sentence: **See the object then Say its name then Press counter button.**

- Diagram: **See the object then __Say its name then__ Press counter button**

3 stage 2 branching channels stream

- Practicing Elizabeth Haughton's famous See-SayDo
- Verbs: **See-SayPress**
- Sentence: **See an object then Say its name as Press counter button.**

- Diagram: **See an object then_____Say its name as**
  _____Press counter button.

4 stage 2 parallel channels stream

- Haughton's SeePoint-SayDo learner now points to object with counter hand
- Verbs: **SeePoint-SayPress**
- Diagram: **See an object as _____ Say its name as**
  Point to it then _____|____ Press counter button.

4 stage 3 branching channels stream

- Learning SAFMED cards
- Verbs: **Slide-SeeSayPlace**
- Sentence: **Slide next card off deck then See front as Say back >**
  as Place in correct, incorrect, or slow stack.

- Diagram: **Slide next card off deck then _____See front as**
  _____Say back as
  _____Place in correct,
  incorrect, or slow stack.

Diagraming Learning Streams, Continued

4 stage
3 joining
channels
stream

- Whole learning to say letter names
- Verbs: **SeeHearTrace-Say**
- Sentence: **See the roman capital letter as Hear letter name as >**
  Trace plastic roman capital letter then Say its name.

- Diagram: **See roman capital letter as _____Say its name.**
  Hear letter name as _____/
  Trace plastic roman cap letter then _____/

10 stage
1 channel
stream

- Michael Fabrizio skillfully led over 30 choral responders working on a SCC
  practice sheet in our annual Standard Celeration Charting workshop at ABA
  in 1999. We had been leading them with a 2 stage channel
  "Hear 'next' then__ Say 'jump up, no, or down' 'turn up, no, or down'
  Learners lost chorus, answering incorrectly or not at all. Workshop stalled
- Locked into two stages, we failed, expecting too much from adult learners
- Michael slowed the pace, added 8 stages, making 10 stage successful stream:
- Verbs: **Hear-Move-Hear-Point-Hear-Think-Hear-Say-Hear-Say**
- Sentence: **Hear 'next' then Move then Hear 'point' then Point pencil >**
  then Hear 'think about it! ' then Think then >
  Hear 'jump?' then Say 'up, no, or down' then >
  Hear 'turn?' then Say 'up, no, or down'.

- Diagram: **Hear 'next' then__ Move to next thumb then__>**
  Hear 'point' then__ Point with pencil then__>
  Hear 'think about it! ' then __ Think then__>
  Hear 'jump?' then__ Say 'up, no, or down' then __>
  Hear 'turn?' then__ Say 'up, no, or down'.

- Michael picked up pace, shortened pauses, and dropped stages. Soon all in
  room practiced **Hear-Point-Hear-Say-Hear-Say** at 60 pm all correct.

4 stage
2 parallel
channels
stream

- For 30 years we taught charting with "pencils up," believing it best to teach in
  the learners' final aim performance channel.
- Then I tried whole body choral pointing at standard chart frequencies,
  mostly to find out which participants came in knowing SCC frequencies.
- Rapid pencil and paper charting followed! We shaved off 3 workshop hours!

- Chart Room whole body choral learning of standard chart frequencies
- Verbs: **HearSee-PointSay**
- Sentence: **Hear frequency as See leader point with arm then >**
  Point arm as Say frequency.

- Diagram: **Hear frequency as _____ Point arm as**
  See leader point arm then _____|_____ Say Frequency.

- Arm pointing produced faster learning than pencil pointing at paper charts.
  More controlled research should examine this possibility. Dissertation?