

Session 3:

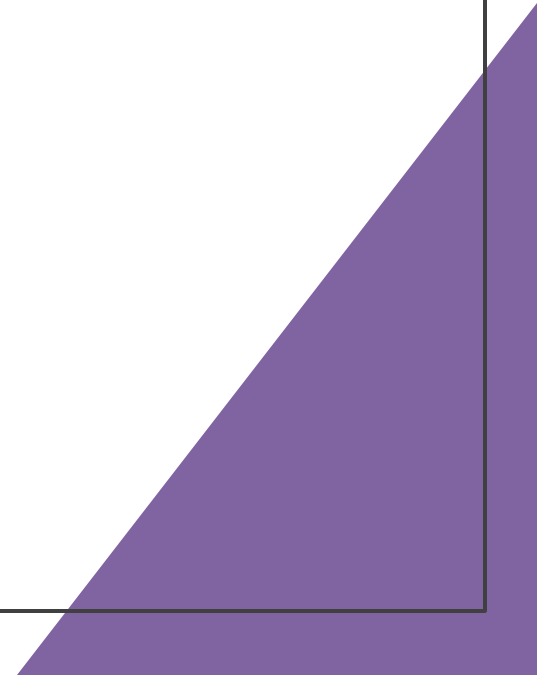
Fluency Stage

Training on Data-Based Decision
Making Using the Stages of
Learning



Overview

Focus on identifying students in the fluency stage and selecting appropriate strategies.



What is the Fluency Stage?

Focus: Increasing efficiency by improving **accuracy** and **independence** (Jimenez et al., 2019a).

Accuracy: Performing a task correctly with **minimal assistance**.

Fluency is achieved when:

- A student demonstrates **increased accuracy (between 60% and 90%)** and **moderate independence**.

Key Concepts



ACCURACY BETWEEN 60% AND 90%
WITH NONE-MODERATE SUPPORT.



INSTRUCTIONAL STRATEGIES INCLUDE
MASSED TRIALS, DISTRIBUTED TRIALS,
AND CONTINGENT REINFORCEMENT.



ENCOURAGING SPEED AND
EFFICIENCY WITHOUT
COMPROMISING ACCURACY.

Stage-Specific Information

Percentage of Accuracy	Support Level	Settings/Materials
More than 60% accuracy but less than 90%	None-Moderate Levels of Support	Performance in other settings/with other materials is not being assessed



Example

The student's three most recent data points in multiplication facts (1-12) are 62%, 84%, and 61%. Support level is None. Performance in other settings is not being assessed.

Example

The student's three most recent data points in counting by 2s are 88%, 87%, and 80%. Support level is Moderate. Performance in other settings is not being assessed.

Instructional Strategies for Fluency

Strategy	Definition
Massed Trials	One instructional trial immediately following the last.
Distributed Trials	Instructional trials are interspersed across time.
Contingent Reinforcement	Reinforcement given only after specific behavior.



Massed Trials

EXAMPLE FOR TEACHING
MATH:

INSTRUCT ON HOW TO
MULTIPLE 2 BY 2 NUMBERS
AND THEN IMMEDIATELY
TEACH IT AGAIN

Distributed Trials

Example for
Teaching Math:

MWF work on
multiplying 2 by 2
numbers

Contingent Reinforcement

Example for Teaching
Math:

Reinforcement given
only after a student
correctly answers a 2by2
multiplication problem

Contingent Reinforcement

Example for Teaching
Math:

Reinforcement given
only after a student
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multiplication problem

Example 1

The student's three most recent data points in telling time to the nearest 5 minutes are 80%, 70%, and 80%. Support level is none. Performance in other settings is not being assessed.

1. Select the stage of learning:

- a) Acquisition
- b) Fluency
- c) Maintenance
- d) Generalization

2. Select the instructional strategy:

- a) Most to least prompts
- b) Contingent reinforcement
- c) Thinning reinforcement
- d) Example/non example

Example 1

The student's three most recent data points in telling time to the nearest 5 minutes are **80%, 70%, and 80%**. Support level **is none**. Performance in other settings is **not being assessed**.

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- a) Simulations
- b) Contingent reinforcement
- c) Support fading
- d) Least to most prompts

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Why?

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Why?

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Why?

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- d) Least to most prompts

Why?

Example 2

The student's three most recent data points in Calculating percentages of whole numbers are 61%, 82%, and 82%. Support level is Moderate. Performance in other settings is not being assessed.

1. Select the stage of learning:

- a) Acquisition
- b) Fluency
- c) Maintenance
- d) Generalization

2. Select the instructional strategy:

- a) General case programming
- b) Overlearning
- c) Constant time delay
- d) Distributed trials

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- c) Constant time delay
- d) Distributed trials

Why?

Independent Practice

- Complete the probe on Microsoft Forms to apply today's learning.
- Make sure to analyze each case carefully
- Do not access google or AI 😊
- Let me know once your form as been submitted