

## **Frequent Flyers: The Effect of Increased Fluency Practice at Planned Intervals on Students with Severe Memory Deficits**

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At Ben Bronz Academy, Hartford, Connecticut, some students are severely dyslexic or discalculic. They have a history of between six and eleven years in school with minimal progress in reading or math. In reading, three classes using "Let's Read", SRA Decoding, and SRA Comprehension, and two Precision Teaching fluencies per day have brought only modest accelerations. In mathematics, two classes and one fluency check per day have also brought only modest gains. An approach to accelerate the learning of students who have a history of flat celeration lines in the basic fluency areas of sight word recognition and arithmetic facts was sought.

A breakthrough has been achieved by increasing the number of fluency performances required and spreading them throughout the day. This has been done by rearranging the academic schedule, enlisting parent help in fluency checks in the evenings and weekends, computerizing arithmetic facts, and charting feedback.

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