

Learning Stream Glossary 2002

And

- Do not use to separate verbs or stream stages
 - Does not separate stages done in sequence from stages performed at once
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As

- Use in sentences between stream stages performed at once (together)
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Channel

- A single learning stream sequence with no verbs performed at once (together)
 - If at any stage, the learning stream has two verbs performed at once, it has two channels and becomes a two channel stream
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Diagram

- Pictures stream channels under each other using only keyboard characters
 - Verbs **SeeHearTrace-Say**
 - Sentence **See roman capital letter as Hear letter name as Trace > plastic letter then Say its name.**
 - Diagram **See roman capital letter as _____ Say its name**
 Hear letter name as _____/
 Touch plastic letter then _____/
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Hyphen -

- Used between verbs to indicate a required pause in verbs only shorthand
 See-Say, Point-See-Say, PointSee-Say
 - A verbs only parallel to “Then” in the full channel sentence
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Input, Output

- Do not use Usually limits stream planning to only two stages
 - Not needed Verb name tells whether perceptual, motor, or mental act
 - Any learner act can start or end a learning stream
 - Limiting stream starts to perception severely handicaps learning
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Send-Off

- A well practiced, highly fluent, fun, timing or song used to end a practice session on an up beat note of success. Often same as Warm-Up.
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Sentence

- Use a full sentence with an object for every verb and a modifier for every object to describe precisely each learning stream in plain English
 - Convention of writing verbs with initial caps makes seeing stages easy
 - For example: **See the next capital cursive letter then Say its name.**
 is different from
 See the next lower case cursive letter then Say its name.
 which is different from
 See the next lower case cursive letter then Say its sound.
 which is different from
 See the next lower case cursive letter as Say its sound
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Slash

- Do not use between verbs in the shorthand verbs only description
 - Used by Eric Haughton in 1980 to note going from the input rows to the output columns of his three Academic-Personal-Social, Activity Elements, and Mobility, planning matrices
 - Unfortunately has become common PT channel description
 - Suggests separation into Input Output, Stimulus Response, dualities rather than smooth, fluid, Response Response performance
 - Remember, learners perform each and every channel stage
There are no stimuli in a stream, only learner responses to them
 - Also suggests incorrectly that channels have only two stages, input and output
 - Not precise enough to indicate a pause between verbs, a verb sequence, or verbs performed at once
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Stage

- Each verb with its object and object modifier makes a learning channel stage
 - Two stages in sequence make a single, two stage, learning channel
Example: **Hear the next letter name then Say its sound.**
 - Four stages in sequence make a single, four stage, learning channel
Example: **Hear the next letter name then Point to the letter on your > practice sheet then Say its name then Write it on your pad.**
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Stream

- Describes learner's performance in a practice timing
 - Contains learner, and only learner, performance focusing plans and teaching on learner, avoiding teacher behavior and curriculum unessentials
 - Must always have one channel, but rich streams have several channels
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Then

- Use in sentences between stream stages performed in sequence
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Verbs only

- A shorthand used to roughly suggest modality and body action
Examples: **SeeSay, PointSeeSay, SeeWrite, HearSay, SeeDo, DoDo**
 - Hyphens indicate a necessary pause
Examples: **See-Say, Point-See-Say, See-Write, Hear-Say, See-Do, Do-Do**
 - Does not describe the practice in enough detail to repeat it or teach it
 - Not written with a slash between verbs because slash suggests incorrectly separation, input output, and stimulus response, rather than fluid, continuous response response performance
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Warm-up

- A highly fluent and fun performance used to start a practice session, breaking the ice and starting learner off on positive note
 - Best with similar content to what will be practiced
For example **"The do, re, mi song"** for musical note practice.
 - If use a song, then follow it with a highly fluent practice timing to set rapid rhythm for the coming acquisition timings
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