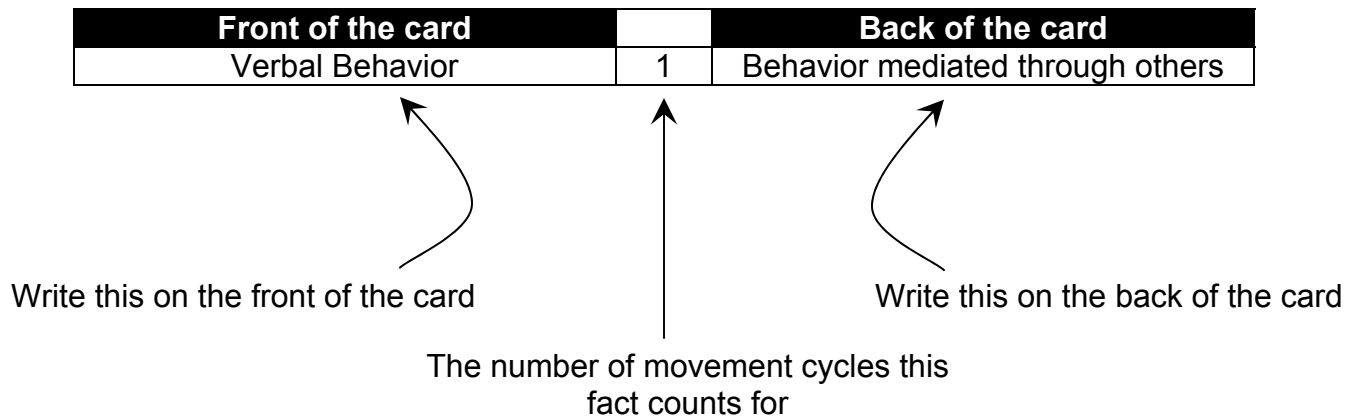


## Using the SAFMEDS Sheets

I constructed the SAFMEDS sheets with three columns: what to write on the front of the card, the number of movement cycles you should count for each fact, and what to write on the back of the card.



While you could (and may!) divide your SAFMEDS cards into sections that apply to the different chapter in *Analyzing Instructional Content* and then practice each subset of cards only after you have read its corresponding chapter, I don't recommend that you do this for our class. Because we will only be together for a very short time, I suggest that you prepare and practice all of the cards at the same time, right from the start of class—even cards from chapters in the text that you haven't yet read. While not the gentlest way of organizing the instruction for yourself, it is the most efficient and I think you will be surprised at how much you learn from practicing the cards.

You may use whatever size card you prefer, although I do recommend smaller cards (e.g., 3" X 5") rather than larger ones as the larger ones are more difficult to move and may place an artificial ceiling on your performance.

<b>SAFMEDS 2: Analyzing Instructional Content</b>		
<b>Front of the card</b>		<b>Back of the card</b>
<b>Chapters 1: The Learning Process</b>		
Underlie all learning	1	emotions
emotions are _____ behavior	1	respondent
3 broad types of learning	3	<sup>1</sup> psychomotor, <sup>2</sup> simple cognitive, <sup>3</sup> complex cognitive
psychomotor responses are examples of _____ behavior	1	operant
critical behavioral dimension of psychomotor learning	1	topography
3 subdivisions of psychomotor learning	3	<sup>1</sup> responses, <sup>2</sup> chains, <sup>3</sup> kinesthetic repertoires
3 main subdivisions of simple cognitive learning	3	<sup>1</sup> associations, <sup>2</sup> sequences, <sup>3</sup> verbal repertoires
2 types of sequences	2	<sup>1</sup> serial memory, <sup>2</sup> algorithms
3 subdivisions of complex cognitive learning	3	<sup>1</sup> concepts, <sup>2</sup> principles, <sup>3</sup> strategies
Examples of motor skills		list out various examples of motor skills (count 1 per example given)
<b>Chapter 2: Association and Discrimination Learning</b>		
examples of paired associate skills		list out various examples of paired associate responses (count 1 per example given)
2 types of associations	2	<sup>1</sup> one-way and <sup>2</sup> two-way associations
<b>Chapter 3: Chain and Sequence Learning</b>		
reinforcement that maintains steps in a chain	1	automatic reinforcement
automatic reinforcement		<sup>1</sup> reinforcement produced as a product of engaging in a behavior; <sup>2</sup> not mediated by others
loading a dishwasher	1	a chain
steps in chains rest on _____	1	discriminations
in a true chain, all steps are _____	1	sequence-dependent
algorithm	2	sequence-dependent chains <sup>1</sup> that require no essential motor learning <sup>2</sup>
Examples of chains		list out various examples of chained skills (count 1 per example given)

<b>Chapters 4 &amp; 5: Concept Learning and Concept Analysis</b>		
critical attribute	1	features that define a concept
variable attribute	1	features that accompany but do not define a concept
concept: ball feature: color	1	variable attribute
concept: ball feature: roundness	1	critical attribute
concept: ball feature: size	1	variable attribute
concept: house feature: door	1	critical attribute
concept: house feature: siding	1	variable attribute
overgeneralization	1	calling nonexamples examples
undergeneralization	1	calling examples nonexamples
misconception	1	over- and undergeneralizing at the same time
prototype	1	most typical example of a targeted concept
minimal rational set	3	the smallest number <sup>1</sup> of examples and nonexamples <sup>2</sup> that represent a concept's critical and variable attributes <sup>3</sup>
attribute dimensions	2	number of different values <sup>1</sup> of either a critical or variable attribute <sup>2</sup>
for each critical attribute select	1	one close-in nonexample for testing
concept	1	a tact <sup>1</sup>
2 kinds of evidence show concept understanding	2	correct identification of new & different examples <sup>1</sup> and correct rejection of new nonexamples <sup>2</sup>
always test concepts with	1	untaught examples and nonexamples
discrimination of a concept	1	correctly excluding nonexamples
generalization of a concept	1	correctly including all examples
superordinate concept	1	large, overarching tact
subordinate concept	1	comprise superordinate concepts
coordinate concepts	1	subordinates of the same concept
close-in nonexample	2	a nonexample <sup>1</sup> that shares many (but not all) critical attributes with examples <sup>2</sup>
minimum needed to teach a concept	3	multiple examples <sup>1</sup> , multiple nonexamples <sup>2</sup> , untaught items to test <sup>3</sup>

Examples of concepts		list out various examples of concepts (count 1 per example given)
<b>Chapter 6: Principles</b>		
principle	2	statement of a conceptual relationship <sup>1</sup> between two or more concepts <sup>2</sup>
when the sun comes up, it is morning time	1	a principle
After you eat dinner, you feel full	1	a principle
If someone looks away a lot while talking to them, they want the conversation to end	1	a principle
types of principles	3	laws <sup>1</sup> , rules <sup>2</sup> , formulas <sup>3</sup>
all principles rest on _____ as their foundations	1	concepts
<b>say the concepts</b> in this principle:  When two vowels go walking the first on does the talking.	5	“twoness” <sup>1</sup> vowel <sup>2</sup> “walking” meaning together <sup>3</sup> first <sup>4</sup> “talking” meaning produces its sound <sup>5</sup>
<b>say the concepts</b> in this principle:  If you are done with dinner, put your plate away.	3	done eating <sup>1</sup> dinner <sup>2</sup> “put away” <sup>3</sup>
Examples of principles		list out various examples of principles (count 1 per example given)
When teaching principles, always teach	2	conditions under which principle does apply <sup>1</sup> and doesn't apply <sup>2</sup>
<b>Chapter 7: Strategies</b>		
strategy	1	an organized way of solving a problem
strategies are based on	1	principles
Two required repertoires for applying strategies	2	<sup>1</sup> relevant background knowledge and <sup>2</sup> competence with solving general kinds of problems
searching for lost items	1	a strategy
solving math problems	1	a strategy
stating a rule given a set of examples	1	a strategy
Examples of strategies		list out various examples of strategies (count 1 per example given)