*A student is presented with flashcards containing unknown items added in to a group of known items. Presenting known information along with unknown allows for high rates of success and can increase retention of the newly learned items, behavioral momentum, and resulting time on task. Research shows that this technique can be used with sight/vocabulary words, simple math facts, letter names, and survival words/signs. In addition, this technique could be used for other facts such as state capitals or the meaning of prefixes or suffixes, etc.*

**Materials**

1. Math fact cards, consisting of 9 facts that the student can identify within 2 seconds written on 3x5 index cards, one set per student. These are “knowns” and go into a stack
2. Math fact cards, consisting of 10 facts that the student cannot correctly identify within 2 seconds. These are “unknowns” and go into a different stack

**Intervention Steps**

1. Take 9 cards from the known stack and 1 from the unknown stack
2. Present the first unknown. If the student answers incorrectly, provide the correct answer
3. Present the first known and have the student answer
4. Present the original unknown from Step 2 and again have the student attempt to answer
   1. If the student answers the unknown correctly, it now becomes known. Begin the procedure again at Step 2 using a different unknown
   2. If the student answers incorrectly, then continue the process by presenting two knowns before requesting that the child reattempt the unknown. The next step would be the unknown with three knowns, then the unknown with four knowns and so on
5. Repeat until all unknowns become knowns

*Critical Components that must be implemented for the intervention to be successful*:

* There must be a clear understanding of the student’s skill level (Does the student have the skills necessary to use the flashcards?)
* Student is presented with material on a 90% known to 10% unknown ratio during trials. This ratio helps to produce *behavioral momentum,* which occurs when high rates of initial reinforcement ‘get the ball rolling’ so that when the student is presented with challenging material they are more likely to persevere. Allowing the student to produce high rates of success increases motivation to work through material that is unknown
* Student is provided with the answer to unknown material during trials. The manner in which this is done can be customized to the student’s needs