

HARING'S HIERARCHY*

	Example – Learning to Drive
<p>Accuracy</p> <ul style="list-style-type: none"> • Acquiring the skill 	<p>Learning names of pedals and instruments and what they do. Movements are not always accurate, jerky in nature. Need high level of instruction and feedback; help to process information and develop accuracy in the skill.</p>
<p>Fluency</p> <ul style="list-style-type: none"> • Can perform the skill at speed 	<p>Can perform manoeuvres fluently and accurately with regular practice on familiar roads. Some instruction/feedback still required.</p>
<p>Maintenance</p> <ul style="list-style-type: none"> • Can perform the skill without regular practice 	<p>Can drive fluently after a period of no practice or instruction in familiar car and area.</p>
<p>Generalisation</p> <ul style="list-style-type: none"> • Can use the skill in a variety of contexts 	<p>Can drive without being conscious of all the necessary sub-skills. Can drive in unfamiliar areas or different models of car in a variety of weather conditions.</p>
<p>Adaptation</p> <ul style="list-style-type: none"> • Can adapt the skill to the context 	<p>Can drive left hand drive/automatic in foreign country. Can rally / race / go kart.</p>

*Based on the Instructional Hierarchy by Haring et al. (1978), used internationally for decades. Essex Educational Psychology Service / Essex Training Offer – Cognition & Learning Courses

A new model of learning adapted from White and Haring (1980)

Level of learning	General description	General teaching	Suggested assessment procedures
ACQUISITION	Emphasising accuracy	To teach pupils correct new responses and help pupils avoid / unlearn incorrect responses	Assessing levels of accuracy attained
FLUENCY	Combining speed and accuracy	To help pupils reach the required (or appropriate) level of mastery of the skill(s)	Assessing progress towards agreed levels of fluency
MAINTENANCE	Maintaining fluency	To help pupils to maintain a high level of fluency over a period of time	Assessing levels of skill retention and fluency over a period of time
GENERALISATION	Changing materials or context for required skill	To help pupils performing skill(s) fluently to achieve mastery in different settings/contexts and with different materials	Assessing effect of: a) using different teaching materials (differentiation) b) using different contexts (discrimination)
APPLICATION (OR ADAPTATION)	Adapting skill / knowledge repertoire to new problem situations	To help pupils to discriminate key elements of new situations and provide appropriate responses	Assessing the level of adaptation e.g. using problem solving or simulation exercises