

## Abstract

The current research regarding the use of fluency-based instruction (FBI) to teach academic skills suggests the addition of FBI to traditional instruction produces better learning outcomes than traditional instruction alone. However, there is a lack of comparative research of the addition of FBI to traditional instruction vs. traditional instruction alone on student performance outcomes with college students. The present study was composed of two experiments to examine the effects of the addition of FBI to traditional instruction within the course's existing curriculum on quiz and exam scores for both introductory and advanced level undergraduate students across small and large class sizes. The findings are mixed, but generally suggest that the addition of FBI may produce better student performance outcomes than the traditional instruction alone. The majority of the students reported that they preferred using FBI to learn concepts and would use it to learn concepts in other courses.

*Keywords:* fluency-based instruction, college students, SAFMEDS, precision teaching, college instruction