



Multiplication Program Gets Students Fluent in Multiplication Tables

Multipifluency in the classroom motivates students to reach personal potential.

Before Gene Benda became an Administrator Coordinator for Los Angeles Unified School District, he used the Multiplifluency method in his classrooms as a “teaching tool, a divisional tool, and as a competitive motivational tool to inspire kids to learn their multiplication tables,” he says.

Benda first used Multiplifluency when he was teaching fifth grade students, and later used it while teaching third grade students. Although multiplication facts are slowly introduced in the first and second grades, the third grade is the where California state standards mandate teachers demonstrate students’ mastery of multiplication. “Multiplifluency is easy enough where all children can actually improve on certain deficiencies that they have,” he says. “Even students challenged with a learning deficiency or disability, still have some capacity of improvement.”

Multiplifluency uses a series of timed tests and matrices, beginning first with writing skills, to increase students’ ability to recall quickly multiplication solutions. The ultimate goal of the program is to get stu-

dents to answer a random sequence of 144 questions (the 12x12 matrix) in 288 seconds or less.

During the 8 years that he used the program with his students, Benda taught in a variety of classrooms from general education to gifted classrooms, enabling the results to be analyzed across a wide range of students with varying abilities. Although the results varied from classroom to classroom, he says, “generally most, if not all students, improved at some level.”

In addition to using the program in his classroom, Benda passed on the technology to (I’d like to get a number from you Gene of how many others used the program) colleagues who also used it in their classrooms.

Through years of working with the developer of Multiplifluency, Don Schultz, while implementing the program in his classrooms, both Benda and Schultz became more knowledgeable about how students’ fine motor skills of using pencil and paper to

jot down information, was essential to their ability to reach the 288 standard established by Schultz.

“When I first rolled out this program, I was a little naïve to the fact that a student’s writing speed was a clear factor of how they then would perform,” says Benda.

Overall, he says that 70 to 85 percent of the students were able to meet Multiplifluency’s 288-second standard which is “phenomenal,” he says. “It is very challenging.”

To get students familiar with the process Benda used the program every day in his classroom. “Consistency is the key, as with every other program that we use.”

“Most devices that the kids use, including this program, inspire kids to competitively raise their ability,” says Benda. In addition, he says, “students intrinsically had some type of desire to reach their own potential which was so motivating.”

Multiplifluency is designed to reward a student with a hundred dollar bill when they reach the goal of 2 seconds per problem with 100 percent accuracy. Although Benda wished that he could offer this reward in his classroom, he used other motivational tools.

“In my class, I used a fictional monetary system to

inspire and motivate the kids. They would get class cash to purchase other motivational prizes such as stickers, pencils and other items.”

Benda says that the motivational piece came more intrinsically with their competitive nature. “Kids who aren’t so competitive seem to rise to the occasion to better either themselves or their comparative class needs. It was amazing to me.”

Benda says that the program would only take 10 to 15 minutes to administer and another 10 to 15 minutes to do the assessment. “I think ultimately it would be nice to have everyone reach the goal for Multiplifluency.

To learn more about Multiplifluency or to order a student pack visit www.multiplifluency.com.

