

Part V: How AVKO's approach differs

Traditional Keyboarding

- Designed for average students.
- Above average students succeed quickly.
- Average students success with effort.
- Below-average students struggle. Only with great effort will they sometimes pass, but usually the slow, the learning disabled, and the dyslexic will fail.
- Teaches single letter-finger-key

AVKO's Keyboarding

- Designed for "slow" students.
- Above average students zoom through.
- Average students succeed quickly.
- Below average students meet with success. The slow, the learning disabled, and the dyslexic achieve measurable success.
- Teaches spelling patterns.

Sample traditional exercise
used to teach the letter h

hat thin hug eight march show
ship happy throw mouth huge
height ghost spaghetti hawk

Analysis:	Letter	No. Used
	h	15
	a	5
	c	1
	e	4
	g	4
	l	5
	k	1
	m	2
	n	1
	p	3
	r	2
	s	4
	t	9
	u	3
	w	2
	y	1

AVKO exercise
used to teach the letter h

ash hash; ash cash; ash rash ash
rash crash; ash mash smash;
ash rash trash; ash lash flash;

Analysis	Letter Patterns	No. Used
	ash	7
	h + ash	1
	c + ash	1
	r + ash	3
	cr + ash	1
	tr + ash	1
	m ash	1
	sm + ash	1
	l + ash	1
	fl + ash	1
	Total ash's	18
	Total h's	19

Traditional Order of Presentation

- Lesson 1: a s d f j k l ; (8 keys)
No problem to learn for the average student who is also well motivated and who tries. Yet, it is nearly impossible for students with learning, reading, or emotional problems to master no matter how well motivated or how hard they try.
- Lesson 2: e h shifting left & right
- Lesson 3: t i . (period)
- Lesson 4: Teaching GWAM (Gross Words A Minute) Review adefhijklst
- Lesson 5: c u

- Lesson 6: r z o
- Lesson 7: w g n
- Lesson 8: Tabulating and Review
 - a
 - c
 - d
 - e
 - f
 - g
 - h
 - i
 - j
 - k
 - l
 - n
 - o
 - r
 - s
 - t
 - u
 - w
 - z
 - .

AVKO's Order of Presentation

- Lesson 1: a d l (3 keys)
No problem to learn for any student who is motivated and tries, even for those students with learning, reading, or emotional problems.
- Lesson 2: s ;
- Lesson 3: f t
- Lesson 4: r j

- Lesson 5: c k
Note: From this point on AVKO introduces at most one new letter per lesson.
- Lesson 6: i
- Lesson 7: h
- Lesson 8: e

Note: At this point AVKO has presented only 12 letters. To ensure mastery of those 12 letters and the spelling patterns available, no new letters are introduced during the next 6 lessons. The concept of something new for each lesson is accomplished by introducing other elements of typing such as shifting and punctuation marks.

Traditional Order of Presentation Continued

- Lesson 9: v p ,
- Lesson 10: q x m
- Lesson 11: b y ?

Note: The entire alphabet and keyboard has been taught in only 11 lessons in traditional keyboard texts. This is fine for students who have the requisite reading skills, learning skills, and physical coordination. However, AVKO's presentation takes an additional 17 lessons to finish the presentation of the keyboard. This slower rate of presentation allows the slower students to achieve mastery of the keyboard without holding the "faster" students back.

AVKO's Order of Presentation Continued

- Lesson 9: shifting
- Lesson 10: , (comma)
- Lesson 11: ?
- Lesson 12: ' (apostrophe)
- Lesson 13: Review
- Lesson 14: "Quotation marks"
- Lesson 15: g
- Lesson 16: m
- Lesson 17: n
- Lesson 18: b
- Lesson 19: o
- Lesson 20: p
- Lesson 21: !
- Lesson 22: u
- Lesson 23: w
- Lesson 24: y
- Lesson 25: v
- Lesson 26: q
- Lesson 27: x
- Lesson 28: z

Note: Because students progress at their own rate of speed in AVKO's program, the keyboard can be master in as few as 11 days (cf. traditional texts) or as many as 60 days.

To test AVKO's theories have one group copy these paragraphs either longhand with pencil or on a typewriter.

tNo:e dGoo rdrseae hvae bltui-ni
rspnsseoe to lpsnlgei pttm,srae os
hyte cna syleai rdea nda pllse nn-o
rwsdo lki:e dptneoi,o pctnii,o
ncradtn,kioaio nda cglngngi.i dGoo
tpstsyi rae gdoo rdrseae hwo qckylui
bldui pnuo ehtse bltni-iu rspnsseoe
ot dvlpoeoe wne pptrsna.e

dGoo rdseae lrdyaea knw"o
sbcnscsl"yuoioiu hte pptrsnae os htye
dnto' ndee trnngaii ot tpye yb
ptrts.nae

rPoo rdrseae dnto' nkwo hte ptrtsnae
nda nt'do nwko hte wdrso os hyte
mtsu ypte ltree-yb-ltr,ee srtkoe-yb-
srtko.e

rPoo rdrseae ndee gtrnrii ni
ptrtsnae ot bcmeoe gdoo tpsyt.si

Note: the paragraphs above are identical to the paragraphs in the other column with only one small difference. We deliberately scrambled the letters and punctuation marks so as to obliterate normal patterns and to force letter-by-letter copying.

Have the other group copy these paragraphs in the same way as the first group.

Note: Good readers have built-in responses to spelling patterns, so they can easily read and spell non-words like: depotion, piction, incordation, and cligging. Good typists are good readers who quickly build upon these built-in responses to develop new patterns.

Good readers already "know subconsciously" the patterns so they don't need training to type by patterns.

Poor readers don't know the patterns and don't know the words so they must type letter-by-letter, stroke-by-stroke.

Poor readers need training in patterns to become good typists.

Note: If a group of good readers can type or copy both sets of paragraphs equally well and equally fast, then, and only then, would AVKO's theories be all wet. Or just try to copy both sets yourself! We're sure you'll understand why AVKO's approach works so well with students who otherwise would fail in traditional typing or keyboarding classes..